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COMMUNICATION SKILLS TRAINING FOR THE RESIDENCE HALL ADVISOR

By

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B.A., University of Montana, 1974

Presented in partial fulfillment of the requirement for the degree of

Master of Arts

UNIVERSITY OF MONTANA

1980

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CHAPTER I

STUDENT HOUSING

At the present time on numerous university and college campuses undergraduate students are being used effectively as paraprofessional helpers within residence hall operations. These paraprofessional helpers, often called Resident Advisors, Resident Assistants, or Resident Staff are students who work in the dormitories or residence halls as peers of the resident students to assist, counsel, and aid them as needed. Housing facilities on campuses have not always provided students with peers to assist them in educational, social, emotional, and personal growth.

The objective of this manuscript is to examine the Resident Advisor as a paraprofessional helper within the residence hall setting. First I will provide an historical overview of on campus student housing development and describe the duties and responsibilities commonly assigned to the Resident Advisor (RA). Chapter II will include definitions of help and helping, a survey of literature related helping and other literature related to the helping process as it applies to the residence hall setting. Finally, I will develop and design a workshop that focuses on the major variables of helping as discussed in Chapter III.

HISTORICAL OVERVIEW

The concept of housing students at a school or educational institutions is not a new one at all but it has made a great deal of advancement from its early beginnings. Institutions of higher learning have from their inception felt the need and responsibility to provide some type of living environment for students during their stay. The boarding school was one

of first housing concepts for students attending a school or institution that was a great distance from their home and family.

These boarding schools, during the late 1800's, provided food and lodging to the students who studied at the institution during the school year. In these boarding schools very little concern was ever given to personal or social growth, because the students academic education was the primary objective for his presence there.

During the turn of the century as a greater number of public and private colleges and universities began to open and provide the chance for higher education for more and more people. The need to not only house the students but provide for other student needs became important. The traditional nature of education carried over to the housing of students: separate facilities for men and women, strict dress codes, restricted hours, and respect for traditional ways of life. Not only were the students expected to learn academics but also the social graces as well. Most of the housing facilities were either rented by the school from local people or they were owned outright by the school. Few fell into this latter category until the mid and late 1920's.

The student enrollment began to increase during the middle and late 1920's, and many colleges and universities began to build and purchase their own buildings to be used as housing facilities. Most often these facilities were supervised by "housemothers" who were selected and hired by the school through the office of Dean of Students, Dean of Men, or Dean of Women. During this period, that lasted until about the middle to the late 1960's, most universities and colleges believed that not only should the students' academic life be important but also their social,

religious, personal interactions and problems should be important as well. Often the housemothers were assisted in their duties and tasks by men and women students, usually juniors or seniors, who were also selected by the deans. Most were chosen for their leadership ability, academic achievement, and maturity. These were the precursor of the present day RAs.

The housemothers were, in essence, parents away from home who saw to the women's welfare and morals. More often than not the welfare and morals of the men were usually given little or no consideration and thereby caused a "double standard" to exist. This in loco Parentis concept provided lessons in social graces, dancing, and teas for the women and nothing for the men. This type of situation existed throughout most colleges and universities with little or no change until after World War II (Earnest, 1953).

The post war era has often been referred to as the "G. I. Bill" era because of the increasing numbers of veterans who were eligible and attending colleges and universities. As the increase of students continued, there was again a demand for additional on-campus housing. The use of housemothers and junior and senior student helpers, same sex dormitories, alcohol prohibitions, and restricted hours remained fairly constant throughout the nation until the late 1960's and early 1970's.

During these critical times, there were a number of important events that would have a profound effect on the nation as well as the organization and structure of student housing operations. This was a time of student and social unrest, civil and student rights movements, and desire for educational freedoms, not to mention the Viet Nam war. This social movement

created a situation for the drastic change in the operation of not only student housing but in the academic administration itself.

Old bastions of single sex halls, restricted hours, alcohol prohibitions, academic probation and other administrative restrictions were beginning to fall. The male counterpart of the housemother began to emerge on a number of campuses during this time. These men provided supervisory services to the male residents but were usually graduate students or at least seniors. On a large number of campuses the Dean of Students and the Dean of Men and Women, who for the most part had control and sole authority over student housing operations and their policies, were beginning to be eliminated altogether, or in a few cases the housing operation was taken away from them and given to someone else. Director of Housing, Director of Residential Life or similar positions were established to take over the housing operations and were given sole authority and responsibility for the students in the dormitories.

Throughout the country there was an increased desire for and acceptance of non-traditional housing policies: 24-hour visitation privileges, changes in the alcohol policies, single sex halls, but most important the establishment of coeducational dormitories. Along with these new changes in policies there were also changes in residence hall staff supervision. The housemothers as well as the students who were hand picked by the deans were being replaced. Most often the housemothers were replaced by male and female seniors and graduate students and were called Head Residents, Dorm Directors, Residence Hall Directors, or something similar.

These positions were open to competitive hiring by the housing officials who were responsible for staff selection. The hand picked

student helpers were replaced by peer students to work with the students in the hall. They were usually called Student Assistants, Resident Assistants, or Resident Advisors.*

These prospective RA's were screened by the Head Residents, housing officials and administrative personnel. Later, current RA's would assist in the selection process but not in the final hiring of the applicants.

The current focus of student housing has changed greatly from the early days of the boarding schools. The focus has been expanded to provide a positive learning and living environment, support, friendship, and any type of assistance or help the student requires. The RA as well as the Head Resident and the Director of Housing are in a position to provide a service to and for the students within the residence halls. This service may take many forms: advising, counseling, social director, resource person, enforce university and residence hall rules and regulations, and paraprofessional helper.

The objectives of residence halls throughout the nation, on a variety of types of campuses, indicate that the goals and purposes tend to fall into four categories as described by Greenleaf (1974):

1. To provide an environment that enhances the student's ability to meet his academic purposes for being in school
2. To provide for personal growth and development on the part of the individual students

*In most housing operations there are usually an equal number of male and female staff. This author will use he or him and she or her in referring to the male and female RAs respectively. When offering examples of RAs in their work situations or in interactions, the author will attempt to use equivalent numbers of male and female examples.

3. To provide for student self-responsibilities for the living unit
4. To provide added learning experiences through the development of hall programs.

RESIDENT ADVISOR AS A STAFF MEMBER

Having been an RA for over three years and a Head Resident and Resident Hall Director for three years, I have been able to see first hand the duties and responsibilities of an RA. An RA is a student that lives on a floor with as many as 30-50 other students and works in the capacity of a counselor, academic and social advisor, activity planner, resource person, friend, and helper. Approximately 95-98 percent of the RA's are undergraduate students, with the remainder of them being graduate students. The RA acts as a liaison for the university and student and also helps the student to understand the rules, regulations, and policies of the university (Hayes, 1978; Hayman, 1978). See (Appendix A) for an actual job description that is used at the University of Montana. Often the performance evaluation of the RA is based upon the specific job description. The two residence hall operations, which this author is familiar, used RA evaluations that are based on the job description. See (Appendixes B and C) for actual RA evaluations used at the University of Montana and St. Cloud State University respectively.

It is the job of the RA's to help in whatever manner they can and as the students needs demand. Most of the help requested by the students is directly related to procedural matters. "Where do I pick up my grades?", "When is the deadline for late registration?", and "How do I find out where my advisor is?" are common questions residents ask. There are those

times when the RA may deal with everything from homesickness to a potential suicide. It is the RA's responsibility to help as best he can and if he feels that the problem is beyond his ability to help, the student can be referred to a professional person or agency.

The RA as a paraprofessional helper is in a critical position to be of help to the student because of the proximity of the living environment and the personal relationship. This living environment allows learning, growth, friendship, and trust to be developed. In actuality, the RA is in essence "on the front line" when a student needs help, has a problem or just needs a shoulder to lean on.

The above description of an RA could easily be considered as a job description. Greenleaf (1974) considered four categories of residence hall goals and objectives to be important in determining the job description and the responsibilities for a member of a residence hall staff.

They should include the following:

1. To know the students with whom the staff members associate
2. To know the campus community so that there is an understanding of how decisions are made which affect residence hall living and which affect a student's life on campus
3. To know and understand the referral resources of the campus which may be used by students to meet their academic and personal needs
4. To assist students in the living unit to develop guidelines for living with consideration of one another and to bring about student self-responsibility for the hall
5. To serve as an advisor to suggest residence hall activities which can provide for interaction of residents, leisure time activities, and for new learning experiences

6. To understand and accept the objectives of residential living and to assume a responsibility for defining and understanding the goals of the hall and unit for which there is a responsibility
7. To be available, friendly, and open to students so that each student can develop as a functioning individual in the campus community
8. To balance job responsibilities and personal life so that as a staff assistant there is self-growth as well as growth for students.

The growth and development of college and university student housing programs as well as the RA's have undergone numerous modifications in the last fifty years as seen briefly in the preceeding. Along with the steady growth and development, the concepts of helping in their many facets have also experienced modifications and changes. Chapter II will include definitions of help and helping, survey the literature related to professional helping, and other literature related to the helping process as it applies to the residence hall setting.

CHAPTER 2

REVIEW OF THE LITERATURE

In this chapter this author will review the literature related to helping in an attempt to give the reader a better understanding of what helping is and how it operates. First the characteristics of helping will be discussed. Second, literature related to professional training programs will be reviewed. Finally, the last section will include specific literature associated with training programs for Resident Advisors as paraprofessional helpers.

CHARACTERISTICS OF HELPING AND HELPING RELATIONSHIPS

Throughout the literature there are numerous definitions of helping and what helping professionally and paraprofessionally entails. There are three definitions that when combined depict the essence of RA paraprofessional helping. Egan and Cowan (1978) suggested "Helping that emphasizes training in the skills to undertake life tasks and cope with life crises is, in our opinion, more useful than helping that merely encourages insight or provides human support or enables an individual solve this particular problem" (111-3).

Brammer (1973) defines "Helping as a process of facilitating the achievement of another person's goal for physical survival and psychological growth." "The process of helping is a process in problem-solving that is governed by what we know of the dynamics of learning. Helping people discover more effective and satisfying relationships between themselves and the world is an exercise in learning. In this sense all helpers of whatever school are fundamentally teachers" (Avila, Combs

& Purkey, 1971, 176). An accurate description of the RA as a paraprofessional helper can become evident by combining the above descriptions. The RA is a person who aids others in the learning of life task skills, assist them in coping with crises, facilitate the achievement of personal goals and growth, and teach others to become more effective problem-solvers.

Paraprofessional helping within a residence halls setting is essentially no different from other helping settings. Psychologists, social workers, teachers, police, ministers and counselors, just to name a few, are involved in some type of helping. I feel there are four major components to any and all helping interactions, and they are as follows:

1. The helper (R), the person who is sought out by others or offers help or assistance on his or her own initiative
2. The student or resident who requests help or is the recipient of help from others
3. The relationship or interpersonal bond that exists between the R and resident during the helping process.
4. The singular and/or mutual goal of the relationship between the R and resident.

The concept of paraprofessional helping, as used in this manuscript, will focus primarily on the dyadic relationship. There are times when helping involves more than two people or even a small group dealing with a problem, but a majority of RA's paraprofessional helping is done on this one to one or dyadic level.

The RA as a paraprofessional helper as well as any helper must be cognizant of the various variables, skills and characteristics that are exhibited during the process of helping. Even though the interaction between the RA and the student is usually role specific, the RA as the

helper and the student as the person receiving help, it is not uncommon for the roles to become reversed during the process. Accepting this phenomenon, one must also accept the notion that the variables related to the helper and resident are present in both and become more evident depending upon the needs of each.

Carkhuff (1969, a & b) took a major step in pinpointing important variables in the helping relationships. Both volumes are excellent sources for information and training for helping relationships. The major variables that he suggested as important to the helper and resident are: empathy, respect, concreteness, genuineness, confrontation, and immediacy. Many studies have been conducted which related to student welfare and the use of lay and paraprofessionals as helpers (Sattler, 1969; Carkhuff and Pierce, 1967; Banks, 1970; Banks, Berenson, and Carkhuff, 1967; Carkhuff, 1970). These studies have focused on specific helping variables and characteristics.

Avila, Combs & Purkey (1971) suggested that "The helper must have the ability to share himself on the one hand and at the same time possess the capacity for extraordinary self-discipline" (13). Much of this work deals with the professional helper, like most of the literature, but can easily be applied to a paraprofessional and lay helper as well. In their studies at the University of Florida on effective helpers, several characteristics were highly correlated with effective helping. They were as follows:

1. Identified/apart. A helper feels identified with others rather than alienated or apart from them. The good helper tends to see himself

as a part of all mankind and sees himself as identified with people rather than as withdrawn, removed, alienated, or apart from others

2. Adequate/inadequate. A helper feels basically adequate rather than inadequate. The good helper usually sees himself as enough within his own self and having what is needed to deal with his problems and situations

3. Trustworthy/untrustworthy. A helper feels as though he is trustworthy and has trust in his organizational skills. He sees himself as dependable or reliable and having potential for effective coping of problems and situations. This is opposed to seeing oneself in a situation as being untrustworthy and unable to cope

4. Wanted/rejected. A helper sees himself as likeable, attractive (in a personal sense, not necessarily physically), wanted and generally capable of attracting warm responses from others. This is opposed to being ignored or rejected by others

5. Worthy/worthless. A helper sees himself as worthy and a person of consequence, dignity, integrity and respect rather than being overlooked, discounted and of no personal or social value.

Avila, et al., considered characteristics of good and bad helpers that can be distinguished from one another on the basis of behaviors or specific characteristics of helping. They are freeing/controlling, large/small issues, self-revealing/self-concealing, involved/alienated, process/goal oriented, and altruistic/narcissistic. They also suggest that these behaviors are part of the relationship and goal variables.

The helper sees the purpose of the helping task as one of assisting, releasing, and facilitating rather than as a matter of controlling,

manipulating, coercing, blocking, or inhibiting behavior. The helper also tends to view events in a broad rather than narrow perspective and is concerned with larger connotations of events and with more extensive implications rather than with the immediate and specific. The helper is not exclusively concerned with details, but can perceive beyond the immediate to the future.

The helper is more likely to be self-revealing and willing to disclose the self. He can treat their feelings and shortcomings as important and significant. He is also involved in the process personally and sees his role as one of commitment to the helping process. He seems to see his appropriate role as encouraging and facilitating the process of search and discovery of solutions and methods of dealing with the problem rather than promoting a personal goal or preconceived solution. Lastly the helper views his purpose as oriented towards aiding and assisting other people rather than pursuing his own selfish goals.

Finally, the authors advanced that the helping process or relationship has three aspects that govern learning. First, the condition for confrontation must be brought into being. An atmosphere which makes exploration possible must be established. Second, the helper and resident must be brought into dialogue with some new experience, an encounter with new information, new knowledge, or alternate communication form. Third, the resident must discover the personal meaning of the new information or experience for himself. In summary, the basic variables of the helper and resident are: identified (empathy), adequate, trustworthy, wanted, worthy, sensitive, good listener, and openminded (considers large & issues).

Carl Rogers is well known for his work in helping and psychotherapy. Rogers (1951) suggested several conditions that enable the helper and the resident develop within a relationship: consistency, genuineness, unconditional positive regard, empathy, and the ability to communicate understanding. He raises numerous questions about the characteristics of a helping relationship. Below are the questions that he raises and each is followed by my descriptive adjective.

1. Can I be in some way which will be perceived by the other persons as trustworthy, as dependable or consistent in some deep sense? --trust
2. Can I be expressive enough as a person that what I am will be communicated unambiguously? --sincere
3. Can I let myself experience positive attitudes towards this other person --attitudes of warmth, caring, liking, interest, respect? --genuineness
4. Can I be strong as a person to be separate from the other? Can I be a sturdy respecter of my own feelings, my own needs, as well as his? --Independent
5. Am I secure enough within myself to permit him his separateness? Can I permit him to be what he is --honest or deceitful, infantile or adult, despairing or over-confident? Can I give him the freedom to be? --self-assured
6. Can I let myself enter fully into the world of his feelings and personal meanings and see these as he does? --empathy
7. Can I receive him as he is? Can I communicate this attitude? --accepting and understanding
8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat? --sensitive
9. Can I free him from the threat of external evaluation? --unselfishness
10. Can I meet this other individual as a person who is in process of becoming, or will I be bound by his past and by my past? --accepting of others (13-17).

Here Rogers put his finger on crucial variables of the helper and resident consistency, genuineness, positive regard, empathy, and the ability to communicate understanding.

Like Rogers, Jack Gibb (1964) raised an important question: Is help helpful? Unlike the previous researchers, he questions the idea of help as always being helpful. He considered personal needs as a major factor in determining whether or not one is helpful. The need to control, to make others happy, to be a better person, to punish, and the need to be perceived as competent may be vital factors in the helping relationship. Gibb offered several conditions that may maximize the helping process. They are:

1. Reciprocal trust (confidence, warmth, and acceptance)
2. Cooperative learning (inquiry, exploration, and quest)
3. Mutual growth (becoming, actualizing, and fulfilling)
4. Reciprocal openness (spontaneity, candor, and honesty)
5. Shared problem solving (defining, producing, alternatives, and testing)
6. Autonomy (freedom, interdependence, and equality)
7. Experimentation (play, innovation, and provational try) (141-48).

When people accept help from those they trust, Gibb considered that as mutual trust. When the relationship is one of acceptance and trust, offers of help are appreciated and listened to. The helpee accepts help from one whose perceived motives are congenial to him. He tends to reject offers from people whose offering is seen as a guise for attempts to control, punish, correct, or gain power. Help is most helpful

when given in an atmosphere where people have reciprocal feelings of confidence, warmth, and acceptance. When one feels that his worth as a person is valued, he is able to place himself in a psychological readiness to receive aid.

People help each other when they engage in a cooperative quest for learning. The learning atmosphere is one of joint inquiry and exploration. Need for help and impulse to help arise out of the demands of the common cooperative task. Help is thus reciprocal and the roles are often interchangeable. Each participant intends to learn and can do so from the established relationship.

The most permanent and significant help occurs in a relationship in which both the helper and helpee are continually growing, becoming, and seeking fulfillment. Gibb also suggested that both mutually assess the progress of the helping environment, accept the reality of growth and attempt to maximize that growth. In a fundamental sense one can only help himself, but the helper can participate in the other's effort to create a climate in which growth can occur.

Gibb felt that one of the essential conditions for effective learning and helping is the opportunity for feedback. This feedback is essential in acquiring information and personal attitudes. In the areas where paraprofessional help is most commonly sought or given, the process of learning and growth is blocked most often by the failure to obtain adequate data on peoples' feelings and perceptions of each other. In order to be an effective paraprofessional helper, one must be aware of others' feelings and perceptions.

Helping relationships primarily focus upon mutual problem solving. This problem solving requires a joint determination of the problem, continual redefinition as new insights or data is gained, generation of alternatives, and testing of the alternatives based upon the reality of the situation in which they find themselves.

The helping environment provides each person with some degree of interdependence, but both should view themselves as equals within the helping relationship. It is essential that each participant preserve their freedom and maintain their autonomous responsibility for guiding themselves toward personal learning, growth, and problem solving. The helper must work himself out of the job of helping. Psychological and physical weaning, however painful, must be continued and sought for if help is to be truly meaningful.

Innovative experimentation is characteristic of the most productive helping relationship. There is a sense of play, excitement, and fun in the common exploratory quest for new solutions to ever changing problems. Each joins in the process and adds to the general excitement, but mistakes can be made and are often expected during the interaction. This helping is a search, and finding creative and realistic solutions to all stages of the problem is the major objective of the relationship.

Egan (1975) concerned himself with a developmental model of helping and addressed the question of providing a specific and concrete training program to instruct paraprofessional and professionals in the art of helping. He draws together three areas of thought to structure the developmental model of helping: systematic skills training systems, social influence theory, and learning theory. His skills approach to

helping and his developmental model are based on the assumptions that (1) the helper is a skilled person, one who himself is living effectively and certainly living more effectively in the areas of the clients' (residents') problem, and (2) that through the counseling process the client learns the skills needed to live more effectively.

The model consisted of a pre-helping phase and three stages that require specific skills and place certain demands on the helper as well as the resident. The model looks like this:

Pre-helping Phase: Attending and Listening

- Stage I: The helper responds to the world of the client in order to help him explore himself
- Stage II: The helper uses the skills of advance accurate empathy, self-disclosure, confrontation, and immediacy to help the client see a more objective picture of himself and realize his need to change his behavior.
- Stage III: The helper assists the client in choosing and implementing the kinds of action programs that lead to constructive behavioral goals. He supports the client as the latter moves through the successes and failures of these action programs. (28)

On the surface, Egan's model looks simple, but as it is examined more closely, one can see the detailed behaviors that are used by both the helper and resident to make the process successful. In the pre-helping phase the helper must attend physically, emotionally, and psychologically to the resident. This attending entails listening to verbal as well as nonverbal clues of the resident and being "with" and readily available to the resident as needed. The helper must be able to perceive what the helpee is saying about his feelings and behaviors.

In Stage I the helper continues to attend but also responds verbally and nonverbally to the resident's statements and helps him to explore his behaviors. The helper uses skills of empathy, respect, genuineness, and concreteness as he attempts to help. On the otherhand, the resident will gain in self-exploration of his own behaviors and feelings as well as grow to trust the helper as the relationship continues. During this stage, respect, trust, and empathy grow as the helper and resident interact and resident self-understanding or self-exploration continue to clarify important feelings and behaviors that may be associated with the problem or problem areas.

Egan suggested that the helper brings all the skills of Stage I into Stage II of the helping process along with the new skills of self-disclosure, immediacy, confrontation, and alternative frames of reference. This building of skills enables the helper to constantly be accessible to the needs of the residence as well as his own needs within the relationship. The resident also gains the skills of non-defensiveness, listening, and dynamic understanding. In this stage the major focus is for the resident to see more and more clearly the need for action with the assistance of the helper, whose major responsibility is to use his skills to influence the resident's perceptions of himself and his environment.

In the last stage the helper gains two additional skills, support and elaboration of action programs. Support of the resident as he acts on problems successfully or not can reinforce the resident's successes and aid him through new problems that may arise from that action. The elaboration of action programs involves providing the resident with new

insights to decision making processes, problem solving techniques, or training needed to assist the resident in acting. The resident in this final stage learns cooperation in the planning of personal strategy, how to take risks, and most important how to "act." Throughout the three stages, the resident can come to grips with himself, know the problem, listen, and be non-defensive, but without "action" the entire process has been virtually useless.

Egan suggested that in order to use his or any developmental model, the ability to pull together the specific skills into an integrated unit is very important. There are three factors that assist the helper and the resident to achieve this integration:

1. Extended practice in the individual skills
2. Modeling of extended counseling sessions by high-level helpers
3. Supervised practice with extended training sessions.

The ability to communicate well or at least at a minimum level of effectiveness must be possessed in order to be an effective person as well as an effective paraprofessional helper. Along with the ability to communicate well, what a person believes will also have an effect on how he will relate to others as well as himself. A personal belief system focused directly on one's self, others, and the affinity between the two is a crucial factor when helping is involved.

A personal human belief system is nothing more than what you believe about yourself and others as well as how those beliefs affect your interactions with them. Combs (1968) focus his attention on what he calls "human beliefs" and how those beliefs distinguish good teachers

from poor ones. Even though he talked specifically about teachers, what he suggested can be applied to paraprofessional helpers, who are teachers in their own ways. He suggested that the good helper is not good because of his knowledge or because of his methods, but what does distinguish the good ones from the poor ones is the question of human beliefs. He proposes five personal beliefs that affect one's ability to interact and be understood by others. Each must be looked at separately to understand why it is important to paraprofessionals' ability to function effectively.

1. WHAT DO YOU BELIEVE IS IMPORTANT? What one believes is important can affect how you act as well as how others will act towards you. If you as a helper feel that the helpee as a human being is important and you attempt to understand from his point of view, the chances are very good that you'll be successful in the helping process. To be sensitive and empathic is a key characteristic for successful helping. It is understood that people have problems, desires, likes and dislikes, but they are only secondary to the person himself. Good teachers are concerned about people and not conduct, grades or other things.

2. WHAT DO YOU BELIEVE PEOPLE ARE LIKE? What you believe about people will affect how you relate to them and they to you. Good helpers believe and view people as being able and responsible enough to solve their own problems. These people, the helpees, are 'enough' in and of themselves. All that we as helpers can do is to provide a non-threatening environment where alternatives can be investigated and the helpee can solve his own problem. Be trustworthy and responsible, not deceitful and capricious.

3. WHAT DO YOU BELIEVE ABOUT YOURSELF? How one perceives himself is important, and the more self-actualized a person, the more positive he thinks of himself. In essence, I am 'enough' because I have confidence, assurance and self acceptance. If I can accept myself as I am, then I can accept others as they are. A good helper shares and opens himself but the poor helper hides and conceals. Be open and sharing, not closed and masked.

4. WHAT DO YOU BELIEVE ARE YOUR PURPOSES? Your purpose should be to aid, assist and promote personal growth because you can't solve another person's problem. If you can help them understand, cope, make decisions and act on those decisions, then and only then are your purposes unrestrictive and freeing. What you believe your purpose to be will determine to a great degree how you act and relate towards others. Be open and freeing, not controlling or restrictive.

5. WHAT DO YOU BELIEVE ABOUT THE METHODS YOU USE? It makes no difference what method you use because different methods get different results when used by different people. Use the method that fits you and that you are comfortable in using. Others can tell if you are not at ease or honest if you use a method or style that you are uncomfortable with. Be genuine, not dishonest.

Combs emphasized a number of variables that were discussed previously: trust, genuiness, freeing, openness, responsibility, and sharing. He attempted to take a different approach to the helping profession by focusing on these five beliefs that affect the good helper.

At this point the characteristics of helping and helping relationships have been discussed. There are obvious similarities and differences in

what the various researchers (Carkhuff, 1969 a & b; Avila et al., 1971; Rogers, 1951; Gibb, 1964; Egan, 1975) considered to be important variables in helping and helping relationships. Some of the similar characteristics are: genuineness, trust, openness, respect, and communication skills (listening, attending, and responding). There were also characteristics on which the researchers differed to some degree. Those characteristics were openminded, action, sensitivity, experimentation, cooperative learning, and mutual growth.

These characteristics are by no means complete or all encompassing as will be seen as Chapter II continues. The training of professional helpers involves a great deal of time, effort, and commitment. Many of the above characteristics have been included in training programs as well as others not mentioned previously.

PROFESSIONAL TRAINING PROGRAMS

One of the things that we know from extensive research is that all human relationships may have constructive or deteriorative effects. Every time a helper, a parent, a teacher, a counselor or an employer intervenes in the life of a helpee, a child, a student, a counselee or an employee, the consequences may be for the better or they may be for worse (Carkhuff, 1977, 70).

It is the responsibility and obligation of paraprofessional helpers to foster the constructive effects and results of their helping relationships. This responsibility also extends to aly and paraprofessionals as well and will be discussed later in the chapter. In order to have constructive effects within a helping relationship, the helper must acquire the skills necessary to enhance that success. Some type of formal preparation or specific skills training is one of the best methods to ensure this end.

Carkhuff (1977) stated that "Teaching is the preferred mode of helping people to help themselves . . . the most efficient way of helping people to help themselves . . . and the most effective way of helping people to help themselves" (72). Therefore if one accepts this observation, the need for some specific teaching or training is vital to the helping process. He also offered several principles to effective teaching. In this context, teaching and helping are synonymous and those principles to effective teaching/helping are:

1. All effective teaching begins with an effective person (Berenson, 1975)
2. All effective teaching responds to the learner's frame of reference
3. All effective teaching develops a skills based content
4. All effective teaching is based upon assessments of the learner's level of functioning on the skills-based content
5. All effective teaching is organized and delivered in atomistic steps
6. All effective teaching reinforces application of skills

A specific training program that included a variety of helping skills was proposed by Tamminen, et al., (1976). They stated "We believe that there are ways to help ordinary teachers develop communication skills and the motivation to be more effective advisors and teachers" (39). As teachers and counselors, they suggested that preparation in specific relationships will enable them not only to be humane and effective but to actually enable them to use these skills day in and day out in all their interactions.

They proposed a training model that consists of three major skill learning and experimentally based packages: relationship building, assertion, and group facilitation. The first learning package, relationship building, consists of three sub parts: micro-counseling (Ivey 1971), empathy training (Carkhuff 1969 a & b), and Interpersonal Process Recall (Kagan 1972). The micro-counseling training session is approximately eight hours long and allows the participants to utilize videotapes for the purpose of monitoring and gaining feedback from one another. They modified Ivey's procedures, in that they adapted them to a group setting rather than to the individual training environment. The participants attempt to clarify and reflect their own feelings as well as the feelings of others. Early and clear identification of nonverbal behaviors that enhance relationship building skills is also a primary goal in this package stage.

The empathy training is based on the work of Carkhuff and was also modified so that the participants would role play helping students. During the role playing, the other participants could rate the responses by using a five level empathy scale. After the role playing session, the participants were encouraged to present problems of colleagues and eventually problems of their own. This part involves from ten to fifteen hours of training.

Kagan (1972) used a videotape feedback training method for assisting the counselor trainee to better understand the participants interaction by recognizing the impact each has on the other. The participants observe an actual advisor-advisor interview as it is being videotaped. After

about fifteen minutes the advisor is replaced by a trained leader, who continues the interview for an additional ten minutes in order to focus on feelings and dialogue which is also being videotaped as well as observed by the other participants. After this interview is completed, the videotape is played and a discussion takes place with new insights and suggestions for improvement are shared. The advisor then resumes the interview for another five or ten minutes enabling the participants to practice all the skills and suggestions received up to this point. This session takes from eight to ten hours.

The second learning skill, assertion or assertiveness training, follows the relationship building package. This training involves learning to express, verbally and behaviorally, positive or negative feelings through role playing situations and is based to a great extent on the work of Wolpe (1961 & 1969). All participants are given an overview of the nature of assertion, nonassertion, and aggression. Next they pair up in order to identify, discuss, and finally role play situations in which they have difficulty expressing their feelings or to assert themselves without becoming aggressive. As different pairs role play given situations, the others judge and rate their responses. After the dyads complete the role playing, a discussion takes place based upon the group evaluation of the nature of the responses: assertive, nonassertive, or aggressive. Then the various types of interactions are rehearsed until they are judged as adequately assertive by the observers. Eight to ten hours should be allowed for this training session.

Group facilitation, the final learning skill, applies the previous learning skills to the group setting because teachers and counselors

at some time will work in a group setting rather than in individual counseling settings. This group facilitation takes the form of a structured group experience in which maximum interaction is requested of each member. The session is videotaped and later replayed in order to observe various stages of group development, roles, and group dynamics. After the initial group experience, led by the group leader is completed, each participant takes a turn in leading a mini-group in a structured experience of her own choosing. Again these sessions are debriefed and discussed with the use of videotape and/or direct observations. This part of the training takes from eight to ten hours.

Tamminen, et al., indicated that their particular training model has not been systematically tested for effectiveness, but each of the five training packages within the model has been developed and tested by others. Evidence of their effectiveness is provided in the literature.

When teachers develop confidence in their ability to use communication skills such as listening and responding empathically and asserting themselves calmly and confidently, they become more motivated to use these skills. In addition, these efforts are usually strongly reinforced by positive student reactions. Further, as they learn to use these skills in the context of structured experience, and as the students show interest in participating, the teachers develop more enthusiasm and a deeper commitment to the program (41).

Carkhuff and Banks (1970) also concentrated on specific types of training as did Tamminen et al. They suggested that

"The principle of training is that the best training is one which trains on the dimensions which have been related to the outcome which we wish to influence. The principle of selection is that the best index of future criteria is a previous index of that criteria, that is, the best index of future functioning in the helping role

will be an index of present functioning in the helping role" (444).

The main reason for the training was to help in the adjustment of Black school children in newly integrated junior high schools. They wanted first to select candidates (people) who were functioning at the highest levels in the helping role, and secondly to train them to function still more effectively in the helping role.

The type of skills that were taught included: empathy, respect, concreteness, genuineness, confrontation, and immediacy. The training took more than five weeks and 150 hours of class time. All of the specialists successfully functioned above the minimally effective levels in each of the six skill areas. They showed that specific skills can be improved and taught effectively.

Other researchers, Pyle and Snyder (1971) maintain that students can be used as effective paraprofessional counselors. They considered that the student counselor, by being in close proximity with the people who request help, has the opportunity to better reduce anxiety and stress. Even though there have been many types of training programs for lay and paraprofessional counselors and helpers, the dimensions of the counselors' ability to communicate empathy, warmth, respect, genuineness, concreteness, and self-disclosure have led them to the following conclusions:

1. The literature increasingly supports the hypothesis that lay persons (e.g. college sophmores) can promote client change over relatively short periods of time. Both carefully screened college undergraduates and unselected volunteers from the community at large have demonstrated a capacity to learn to promote more helpful behavior on the part of clients as the

result of training in length from 20 hours to over one year. (Berenson, Carkhuff, & Myrus, 1966; Martin & Carkhuff, 1968; Riessman, 1965).

2. Studies indicate that lay persons, more than professional counselors-in-training, are amenable to the shaping of their behavior toward greater trainee growth and toward causing counselee growth or change (Carkhuff, 1968). Both trainees and clients demonstrated measureable personality growth when engaged in an action-oriented program where individuals learn how to do something about problems, their own as well as others' (Carkhuff, 1969) (260).

Predecessors to Pyle and Synder, Carkhuff and Griffin, also found that persons can be trained as human relations specialists. Carkhuff and Griffin (1968) selected and trained fourteen people as specialists in human relations for a year long project at seven Springfield, Massachusetts junior high schools. They indicated a relationship between the level of basic counselor-responsive (empathy, respect, concreteness) and counselor-initiated (genuineness, confrontation, immediacy), dimensions and a variety of indexes of counselee process movement (self-exploration, self-experiencing of relevant problems) and outcome (self-understanding, constructive action) coverages upon the problems of selection and training. It makes good sense to select prospective specialists on the basis of their level of functioning, on those dimensions related to the constructive change or gain of the student with whom they would be working. It also makes sense to train the specialists in those dimensions related to constructive change or gain to the student.

There are two additional studies that provide useful insights into specific skills training for professional helpers: Carkhuff, Pierce, and Cannon (1977) and Tamminen and Smaby (1978). Both are three-stage

or phase models that focus on the helping process, one concentrates on the individual; whereas the other focuses on group counseling.

Carkhuff, Pierce, and Cannon (1977) offered a developmental model similar to Egan's, (1975). They defined helping as "a process leading to new behaviors for the person being helped." The model is divided into three phases: (1) exploring, where the person is in relation to her world and the people in it, (2) understanding, where the person is in relation to where she wants to be, and (3) acting, to get from where we are to where we want to be.

Each of the three phases is sub-divided into related skills. The authors suggested that there is a pre-condition to any helping relationship and it is attending. Attending physically, observing, and listening involves the helper and helpee in the helping process, but no learning may take place. The skills of responding and exploring are related to the first phase. The helper responds as accurately as possible to the feelings and content of the resident's behaviors and verbal expressions. In turn the resident is able to explore her own needs, behaviors, and verbal expressions to enable her to understand more clearly.

In the second phase, the helper personalizes meanings, problems, feelings, and goals so greater personal understanding can be facilitated by the resident. The resident during this phase increases her personal understanding of where she is and where she would like to be. It is suggested that this phase becomes essential to interaction between the exploring and action phases. The third phase, action, combines the skills of initiating and acting to complete the developmental model

of helping. Initiating is the art or process of helping. Initiating is the art or process of helping the other person to have the opportunity for feedback and for taking steps to resolve her problems or achieve her goals. This initiating by the helper allows the resident to make a commitment to act. During this final phase, the resident must make a conscious effort to "act" based on all the exploring, understanding, and awareness gained throughout the entire helping process.

Tamminen and Smaby (1978) focused their attention on group counseling, but their approach is applicable to the non-group setting as well.

We specifically structure the group as a mutual helping group and then train them precisely in the skills of helping. In the process of learning and practicing these skills, each member of the group is both helper and helpee, and both of these functions enhance his or her development and problem-solving skills. As our group members become skilled helpers, they teach their counselors to help each other (501).

Their helping model is based on two assumptions: (1) that ordinary people with problems can, with good training, learn to be effective helpers at the same time they are being helped, and (2) that in practicing the art of helping they are being helped with their own personal development.

Their training program follows the three stage model of exploration, understanding, and action, (Carkhuff & Berenson, 1977) but it is applied to the group setting. The training was broken into three major phases corresponding to the three stages of Carkhuff and Berensen.

Stage 1: Exploration. The group practices the helper behaviors of listening, attending, responding empathically, and self-disclosure. These skills are taught in two 10-hour modules: microcounseling and empathy training.

During the training, the instructor consistently models the behaviors to be learned. Each trainee leader takes turns at being the helping leader for the group, not just for some other person. Usually this involves a member presenting and discussing a problem with the group, facilitated by the trainee leader (502).

Stage II: Understanding. A 15-hour module, consists of helper behavior modeling: concreteness, specific language, immediacy, and caring confrontation.

During this stage, group members' perspectives about problems and solutions are clarified and dealt with. Thus, all group members take responsibility for helping each member confront his or her problem. Instead of a dialogue between two persons, there is caring confrontation among all group members (502).

Stage III: Action. The helper's behaviors of problem clarification, goal setting, getting commitment, generating and selecting strategies, identifying reinforcers, negotiating and monitoring plans, and assessing outcomes are the skills that are taught in this 15-hour behavioral-counseling module. This stage involves using problem-solving steps by all group members for a specific problem of a group member or a common concern of the whole group.

Tamminen and Smaby concluded,

. . . if counselors possess adequate helping skills for individual counseling, they can learn to use them in groups through this type of training program. . . finally, we believe that as group members learn these skills, in the process of helping each other they will often transfer them into their own interpersonal lives and help others learn them (505).

As seen in this section, there have been many contrasting examples of professional training programs. All of the studies have two common components: (1) the time used for training varied from 28-hours to 1

year, and (2) all attempted to instruct specific skills related to effective helping. The major variation of these studies is that some were directed towards an individual training approach and others were directed towards a group training method. Regardless of this difference, all the studies attempted to train people to help in a professional way. Teachers, students, counselors, and lay persons were trained to become more effective helpers.

TRAINING PROGRAMS FOR RESIDENT ADVISORS

The importance of training as the preferred mode of treatment (Carkhuff & Berenson, 1977) has been emphasized by Carkhuff (1977). He makes several assumptions in considering this form of treatment. They are:

1. Human beings are inherently neither good or bad
2. The only way to really teach people how to grow, how to be effective, how to be constructive, or how to be good, is through skills development
3. The most efficient and effective means for teaching people how to develop their resources is through training.

It was his intention to turn the trainees into explorative, understanding actors who can make use of all their experience in order to learn and grow. The method he used to bring the trainees to this end was through training in skills which build human resources.

During the past several years there has been a trend in college and university residence halls towards training programs designed specifically for residence hall staff members, primarily RA's. Seminars,

retreats, classes, and workshops have all been used to train and instruct RA's in order to improve their interpersonal as well as their helping skills. The types of training methodology and specific training programs have varied as greatly as the goals and objectives of each housing operation. RA training programs have concentrated on the individual, group, assertiveness, communication skills, and crisis intervention, to name a few.

Karla Schroeder et al., (1973) investigated the concept of specific and systematic training for resident assistants. They concur with Pyle & Snyder (1971), that the resident assistant can be particularly useful in crisis situations because he is familiar with the students and is easily sought out by them. Realizing that there are few well designed training programs for RA's, Schroeder, et al., based their training program after the systematic human relations training approach of Carkhuff (1969 a & b; 1971) which has been well documented for both lay and professional counselors. Carkhuff (1971) suggested that this approach included didactic and experimental training in:

. . . responsive conditions (responding to another person's experience) such as empathic understanding, respect, and specificity of expression: and initiative dimensions (initiating from one's own experiences) such as genuineness, confrontation, and interpretations of immediacy. . . . In systematic human relations training a trainee is taken, one step at a time, from the simplest form of responsiveness to the most complex communications involving both responsive and initiative behavior. The basic principles involve systematically exposing the trainee to alternate modes of training. The process is goal directed and action oriented. It provides a work-oriented structure within which creative and spontaneous human process can take place. Perhaps most important, it emphasizes practice in the behavior which we wish to effect, thus leaving the trainee-helpee with tangible and useful skills which are retained following training.

Finally, it offers a built-in means for assessing the effectiveness of the program (65).

The major hypothesis of the study was that systematic human relations training would result in significantly higher levels of communicated helpfulness for a group of resident assistants. Due to the systematic nature of the training, the subjects/trainees' improvement can be objectively assessed at the end of each training session as well as provide feedback to the trainers on the efficiency of their training efforts. The training program consisted of nine two-hour sessions that followed the basic format of Carkhuff (1971) as described above.

There were a total of 12 subjects, seven females and five males, who were all resident assistants in an on-campus hall at Southern Illinois University and were enrolled in the two-credit undergraduate seminar in Effective Helping. A control group consisted of six females and four males, who were also RA's from the same residence hall operation as the other twelve. The subjects in the control group responded only to the pre-and post training statements. They received no training.

One week before the training started and one week after the training, the subjects taped a 15-minute interview with a resident of their choice. This was the Taped Helpfulness measure. There was also a Written Helpfulness Measure that subjects responded to at the beginning of the first session, at the end of each succeeding session, and finally at the end of the training. This measure took the form of written responses to three taped "resident stimulus statements" that reflected typical problems of college students.

Both of these measures were rated by two experienced raters with an interrater reliability of .94. The ratings were made on the trainee's overall level of interpersonal functioning, a composite assessment of the dimensions of accurate empathy, positive regard, genuineness, concreteness, immediacy, significant other reference, and confrontation.

The results of the training and the control group concluded that the pretest-posttest differences were significant for both measures for the training group and showed no changes for the control group, although the control group had scores equal to the test group. The authors stated:

The results indicated that systematic human relations training for resident assistants has a significant positive effect on their helping skills. This is evident by the performance of the resident assistants on both the written and taped data. Therefore, it can be assumed that even a short training program can result in significant increases in levels of helping skills for the resident assistants (316).

The RA as a paraprofessional helper within the residence hall setting has been the focus of establishing a personalized environment for many students in college and especially those living on campus. Newton (1974) initiated a 12-hour training program to increase specific communication skills: empathic and self-understanding, respect, and accurate communication. Newton stated "The responsibility for facilitating a humanized environment in residence halls has been predominantly placed with students working in a paraprofessional role. The effectiveness of the student paraprofessional . . . in the above role depends upon how well they are trained to work in a helping relationship" (336).

Previous research (Archer, 1971; Berenson, Carkhuff, & Myrus, 1966; Dendy, 1971; Moates, 1971; and Wyrlic, & Mitchell, 1971) has indicated

that paraprofessionals in the residence hall setting can be trained to function at a more facilitative level on helping dimensions including warmth, empathy, genuineness, and concreteness.

In Newton (1974) training sessions, a videotape of simulated residence hall situations and personalities was developed to depict various problems and possible circumstances that the RA might encounter in the hall. The objectives and specific procedures for each of the six 2-hour training sessions were as follows:

Sessions one and two. The objectives were to increase the personnel assistant's awareness of himself, to gain in self-understanding, and to increase the genuineness and congruency of his internal feeling to his expressed communication. For the training procedures a communication microlab using exercises for awareness, trust, self-disclosure, listening, attending, nonverbal expression, and feedback was employed.

Sessions three and four. The objectives were to develop the trainee's responsiveness to others and practice the communication of empathic understanding and respect. The training procedure, which included videotape vignettes depicting a resident communicating a residence hall situation to the PA, served as a stimulus by practicing understanding and respect responses by the trainees.

Session five. The objective was to increase the trainee's capacity to communicate in specific terms relevant to the situation encountered. For the training procedure videotape vignettes were used to initiate role playing using the same procedure as sessions three and four, with the feedback given indicating the trainee's level of functioning communicative accuracy.

Session six. The objectives were to make self-assessment and gain feedback on each individual trainee's communication skills in the areas of empathic understanding, respect, and communicative accuracy. The training involved feedback procedures in which the trainees performed 10-minute role plays of resident-personnel assistant interactions (P. 367-8).

Newton's findings indicated that the treatment group had significantly greater means as adjusted by the analysis of covariance on empathic under-

standing, respect, and communicative accuracy. The evidence from this study supports the conclusions drawn from previously cited research, that interpersonal communication skills can be developed with paraprofessional residence hall staff members. The use of videotape vignettes and simulated situations encountered by PA's or RA's can be successfully used in training programs for paraprofessional helpers.

The traditional type of training may not be the only useful method to train RA's. Schroeder (1976) conducted an experiential training program emphasizing challenge-response theory. It was conducted in a remote forest area in an attempt to aid resident assistants to further develop social modeling competencies and to increase their understanding and application of group process skills.

The purpose of the program was to facilitate individual behavioral development and team or group behavioral development by impelling the resident assistants into a series of challenging individual and group experiences that demand more of them than they would demand of themselves.

Sanford (1967) provided the conceptual basis for the training program. It was the challenge-response theory of personality development and it basically stated that:

. . . In order to grow toward psychological maturity, an individual must be confronted with strong challenges requiring the development of new adaptive processes and coping behaviors. If the challenge is too overwhelming, the individual may retreat or deny it unless he receives adequate support, usually from his peer group, to meet the challenge (36).

Schroeder designed the training program to focus on two types of objectives: 1) personal growth and 2) group process. The personal growth objectives contain the concepts of self-esteem, self-awareness,

self-assertion, and acceptance of others. The group process objectives were intimacy, cohesiveness, mutuality, cooperation, and group interaction process.

A total of 21 men, 17 undergraduate and 4 graduate RA's, participated in the 6 day outdoor adventure training program. They were divided into four groups representative of their natural residence hall work groups. There were several challenging and demanding activities that attempted to accomplish the objectives. Some of the personal growth objectives consisted of the following activities: rock climbing, rappelling, survival skills, physical training, a seven mile run, and a 12-hour mini-solo overnight experience. Some of the group development objectives included activities like initiative tests, planning service projects, meal planning and preparation, a group expedition, and team competition.

In each of the above activities, the training format incorporated one or more of the following elements:

1. Small group process. Individual and group identity are easily achieved by striving and working together with the activities at hand. Superordinate goals bring diverse groups together
2. Responsibility for learning is on the learner. Instructional staff serve as guides to demonstrate activities and insure safety. But learning comes through the performance or nonperformance of the RA
3. Immediate application of skills. Only those skills or knowledge needed to carry out an activity are taught, and those taught just before they are to be applied
4. Graduated challenges. Successively difficult challenges establish a pattern of success and require continually increasing effort leading to related feelings of accomplishment

5. Simplified environment. A simplified environment is an effective and impartial teacher, dispensing immediate, impartial, appropriate consequences for participant action or inaction: no shelter = gets wet; build fire = is warm. However, intervention may be required if the "lesson" is potentially dangerous to the welfare of the group or the RA (e.g., an improperly tied knot may cause a serious injury)
6. 24-hour programming. Continuous programming provides intensive experience resulting in eventual confrontation of self and others on more than superficial levels. unremitting challenge and contrasts of hot/cold, dry/wet, tired/rested, excited/bored, or together/alone help to sharpen perceptions
7. A performance-centered guidance approach assumes that people feel better after they do better. Emphasis is on doing first and exploring feelings about self and others afterwards (13).

Schroeder indicated that the success of the training program and its ability to meet most of the personal and group objectives was accomplished. Each participant completed two self-report questionnaires. One dealt with the personal growth dimension and the other evaluated the group process. The seven instructors/leaders also provided verbal evaluations as to their impressions of the effectiveness of the training program. Schroeder also admits that even though this training appears to have potential, its effectiveness should be subjected to rigorous examination and scrutiny.

He concluded:

If the goal of student development in college residence halls is to increase the self-direction and maturity level of each resident, resident assistants should understand human development principles, as well as model self-actualizing behavior. A training program which emphasizes challenge-response as the basis for each training activity should impel resident assistants to develop their unused potential, thereby creating greater self-confidence and self-awareness (14).

A model for paraprofessional counselor training for residence hall personnel has been offered by O'Donnell and Oglesby (1979). These authors have provided a conceptual model of a training program for residence hall personnel. They suggested that the model must be simple to learn and capable of being adapted to specific residence hall problems. Their model consists of five sessions that include two related to specific counseling techniques and three that are related to problem-solving.

The first of the two counseling techniques is the feeling-cause statement (Carkhuff et al., 1977 and Carkhuff, 1973) that is taught as a basic helping response. An example of this would be, "You feel upset because your roommate seems to have invaded your privacy." The authors felt that the use of this technique has three major advantages: (1) it helps the students recognize their feelings; (2) it encourages students to talk more about their concerns, giving the paraprofessional a clearer picture of the problem; and (3) it avoids premature advice-giving and the proverbial "Yes, but. . ." situation.

The second technique also encourages the students to talk more freely regarding their concerns or real problems. The second technique is the open-ended question. This technique allows the student more alternatives for self-expression. An example of this would be, "How do you see your relationship with your roommate improving?" The two counseling techniques allow the student or resident to understand more clearly why they feel a certain way and provide an opportunity to talk freely about those feelings.

O'Donnell and Oglesby choose the problem-solving framework, in three segments, as a means of structuring the counseling interaction because it provides some specific direction and can hopefully reduce the anxiety that frequently is present in many helping situations. The first segment, problem exploration, is facilitated by the paraprofessional's use of the above counseling techniques. During this time, the helper must also look for any hidden messages.

Once the specific problem has been explored, the paraprofessional then states the problem in a concise, clear, and specific manner. This is the second segment of the problem statement phase. In order for the helping process to continue, both the helper and the helpee must agree with or accept the problem statement as being true or real. Only after the problem statement is mutually accepted or agreed upon can the final phase begin.

In the problem-solving phase, the last step in the program, the paraprofessional attempts to gather specific information related to the student's attempts to solve the problem and understand why these attempts were unsuccessful. After this is done, the student is asked to generate as many possible alternative solutions to the problem as possible. Then the paraprofessional can offer other possible solutions for consideration. With these solutions in hand, the helpee or student chooses one and works with the helper on a procedure to implement the solution. This step in the process may continue until the problem is solved, which may take one or several attempts.

The authors suggested that the training program could be presented in a five session format: one for each of the two counseling techniques

and the three problem-solving segments. Each session would be between sixty and ninety minutes in length with the RA's or participants working in triads and taking turns playing the roles of student, paraprofessional, and commentator (observer). They also suggested that the use of videotape equipment could be very useful in providing immediate feedback to the participants. O'Donnell and Oglesby did not conduct an actual training program with their model but suggested that this type of training program could be used effectively to train residence hall paraprofessional staff.

In another recent study Mitnick (1979) developed an in-service training model for the resident advisors at Ohio State University. A model that utilized a systems approach was designed to correlate the skills that were to be developed by specific training programs. A set of procedures for developing the training programs was established.

The procedures included the following:

1. Listing an array of skills that RA's use in their positions
2. Developing a list of potential training program areas
3. Determining relations between the factors in these two lists and illustrating these relations on a Skills-to-Training programs Matrix
4. Designing a Skills-toSkills Matrix showing interrelations of skills
5. Using this Skills-to-Skills Matrix to further develop the Skills-to-Training Programs Matrix
6. Determining the appropriate time during the year to present various groups of related skills in the training programs
7. Scheduling the programs to be held in the appropriate order, as determined in step 6 above

8. Using the information from the two matrices to write preliminary descriptions of programs' content and formats in order to ensure that the programs planned would, in fact, develop the selected skills.

A list of sixteen skills, grouped in five broad skill areas that RA's would utilize in their work was developed. These skills were determined by a search of the literature and Ohio State University residence hall documents. A second list consisting of thirty-three possible training programs was developed by the above-mentioned method as well as staff discussions and evaluation of previous years' training programs. A matrix was then designed with the thirty-three possible training programs along the horizontal axis and the sixteen RA related skills along the vertical axis (See Fig. 1). A dot was placed at each

FIGURE 1

SKILLS-TO-TRAINING PROGRAMS MATRIX

[illegible]

FIGURE 2
SKILLS-TO-SKILLS MATRIX

	RESOURCE/REFERRAL	INTERPERSONAL	PERSONAL ROLE COMPETENCY	FACILITATOR	CONTROLLING
SKILLS TO DEVELOP	University Access Student Role Communication Sensitivity to Human Needs/Values Developing Community Assertiveness Decision making Skills Comfort with R. A. Role	University Access Student Role Communication Sensitivity to Human Needs/Values Developing Community Assertiveness Decision making Skills Comfort with R. A. Role	University Access Student Role Communication Sensitivity to Human Needs/Values Developing Community Assertiveness Decision making Skills Comfort with R. A. Role	University Access Student Role Communication Sensitivity to Human Needs/Values Developing Community Assertiveness Decision making Skills Comfort with R. A. Role	University Access Student Role Communication Sensitivity to Human Needs/Values Developing Community Assertiveness Decision making Skills Comfort with R. A. Role
RESOURCE/REFERRAL	University Access				
	Student Role				
INTERPERSONAL	Communication				
	Sensitivity to Human Needs/Values				
	Developing Community				
PERSONAL ROLE COMPETENCY	Assertiveness				
	Decision making Skills				
	Comfort with R. A. Role				
FACILITATOR	Leadership				
	Program Planner				
	Administration				
	Group Advising				
CONTROLLING	Handling Emergencies				
	Enforcing Regulations				
	Handling Drug/Alcohol Abuse				
	Conflict Management				

Note. The intersections opposite one another across the diagonal are, of course, mirror images. Both sides were completed, however, to aid in the graphic display of the high interaction among skills within each group.

Intersection where a skills/training program relationship exists, thereby creating the utility of the matrix.

A Skills-to-Skills Matrix was also developed with each of the sixteen RA skills along both the vertical and horizontal axes. A dot was also placed at any intersection if a relationship between the two skills was likely (See Fig. 2).

As a result on noting that certain skills were related to each other, it became evident that certain training programs could potentially develop more skills than had originally been anticipated. . . the Skills-to-Training Programs Matrix represents the final synthesis of these relations (26).

Based on those relations between the Skills-to-Training Program Matrix, a series of weekly programs that related to specific needs of the housing operation were developed on a priority basis. The most

needed skills were taught first, followed by lower priority skills later in the series of training programs. The training programs were scheduled from the late fall into mid-winter of the academic year. The matrices, as Mitnick suggested, are not complete; for each institution's needs or objectives might vary from one year to the next, thereby allowing for addition or elimination of various skills or training programs.

Mitnick concluded by suggesting that:

The model provides a rational for the training held throughout the year and helps the staff to avoid the repetition of any randomness of prior years' plans. . . the benefits of such a systematically developed in-service training program will increase staff effectiveness as well as the efficiency of training efforts (28).

It is a generally accepted notion that the RA as a paraprofessional within a residence hall operation will be involved in some type of planned or organized training at some time during his employment. This training can take many different forms: summer or pre-school workshops, seminars, RA accredited courses, or monthly training sessions. Most of these experiences, regardless of the type, focus on perceived or expected needs of the RA's, expertise of the professional or supervisory staff, as well as housing goals/objectives. Often the skill level of the RA is rarely given proper consideration when training programs are designed and administered.

Most in-service training programs presuppose that all staff members or RA's possess or lack the same skills usually out of convenience or necessity. Janosik (1978) suggested that, "If we can accept the notion that the purpose of in-service training is to aid in the development of

useful behaviors, the following axioms of student development theory become very useful."

1. Education (in-service training) should be designed to facilitate behavior development so that it occurs in the most effective and efficient manner
2. Behavior development virtually always involves already developed behaviors. Assessment of skills already learned is therefore essential
3. Programs that accomplish the educational objectives (in-service training) should build on behaviors already developed
4. At any given time, any two individuals will be at different stages if their (paraprofessional) development (15).

Janosik designed an individualized in-service training program for paraprofessionals in residence halls. Taking into account the four above axioms, he implemented the training program at Wake Forest University involving approximately sixty RA's. The objectives of the individualized in-service training program were: (1) to increase the staff's awareness, sensitivity, and skill level in at least one of the three major areas of human interaction and/or interpersonal relationships, (2) to increase the staff's knowledge of the university community, and (3) to provide additional opportunities for growth and self-improvement.

A series of specific training programs were designed to facilitate learning in each of the objective areas. Three one-day workshops, called skill labs, were designed to meet objective one. The material included assertiveness, leadership development, awareness, sensitivity, and skill levels in relations and counseling. All were conducted simultaneously on a "Super Saturday", and each provided eight hours of systematic experiential training.

The second objective was met with a series of six seminars. The format for the seminars was primarily small-group discussion and lecture. The three-to-four hour training seminars were held on different days and the topics focused on characteristics of college students, college law and the RA, communication forums, first aid, myths and realities of men-women relationships, and helping relationships.

Five, two-hour group experiences were designed to meet objective three, which included personal growth and/or self-improvement. These five programs were offered throughout the academic year and were instructed by the counseling center staff. Some of the topics included mood management, problem-solving, career exploration, and exam preparation.

In order to ensure participation in the training program, each RA had to successfully complete sessions that would earn him at least seven points. Each session was assigned a point value that was based on the length of training time involved. Four points were given for attending each of the skill labs, two points for each of the general seminars, and one point for each of the self-improvement experiences. A total of fourteen training programs involving forty-nine hours of training time was provided to the RA's during the fall semester.

Since each RA was required to attend at least thirteen hours of training, and the freedom of choice was built into the system, the training received was highly individualized, which was the specific intention of Janosik. The training was very successful according to written evaluations and the fact that a large majority of the RA's accumulated more than the minimum number of points required.

Janosik suggested that:

Learning became an on-going process and took place in a variety of formats. Although experiential learning was the preferred mode of teaching, structured experiences, short lectures, and small-group discussions were also used very effectively (17).

This author has attempted in this chapter to provide a concentrated look at helping: its characteristics (Egan & Cowan, 1978; Brammer, 1973; Avila et al., 1971; Gibb, 1964; and Rogers, 1951), lay and professional training programs (Carkhuff, 1977; Tamminen et al, 1976; Carkhuff & Banks, 1970; and Pyle & Snyder, 1971), and lastly training programs specifically designed for paraprofessionals, like RA's (Schroeder et al., 1973; Carkhuff, 1971 and 1977; Newton, 1974; Janosik, 1978; and Mitnick, 1979).

There have been numerous studies and research cited in this chapter, and in order to understand more clearly the various helping characteristics that have been discussed, a matrix has been constructed by this author. The matrix is similar to the ones designed by Mitnick (1979) and attempts to illustrate which helping characteristics have been focused on by the various researchers. This Helping Characteristics-to-Research Studies Matrix contains the various helping characteristics discussed in this chapter. They are placed along the horizontal axis and the specific researchers placed along the vertical axis (Fig. 3).

An "X" was placed at the intersection where the researcher(s) and the helping characteristics relationship exists. These ten helping characteristics were the most common characteristics, skills, or variables studied by the seventeen researchers. The four most studied characteristics included others that were very similar but not the exact same concept.

Within the communication characteristic the following are included: listening, responding, attending, self-disclosure, openness, and concreteness. Self-understanding and understanding others are included within empathy. Problem-solving and decision making include problem identification, exploration, action, and experimentation. Positive regard is included in respect.

Some of the common characteristics of helping as discussed in this chapter are empathy, problem-solving, decision making, respect, genuineness, and communication skills that include listening, responding, assertiveness, and self-disclosure. There are also some characteristics on which the researchers do not agree and they are confrontation, autonomy, openminded, acceptance, and conflict management.

As seen in this chapter, there are different types of training programs involving different skills, varying amounts of time, and lay, professional, and paraprofessional subjects. In chapter III this author will design a training model for RA's as paraprofessionals. It will include a training model rationale, training assumptions, and a specific communication workshop design and assessment.

FIGURE 3

HELPING CHARACTERISTICS-TO-RESEARCH STUDIES MATRIX

	<div> <div>HELPING CHARACTERISTICS →</div> <div>RESEARCHERS ↓</div> </div>									
	Communication	Empathy	Problem Solving Decision Making	Respect	Genuineness	Confrontation	Leadership	Trust	Sensitivity	Conflict Management
Carkhuff 1969		X		X	X	X				
Avila et al., 1971	X	X						X	X	
Rogers 1957	X	X		X	X					
Gibb 1964	X		X							
Egan 1975	X	X	X			X				
Tamminen et al., 1976	X	X	X				X			
Carkhuff & Banks 1970	X	X		X	X	X				
Pyle & Snyder 1971	X	X		X	X					
Carkhuff & Griffin 1968	X	X	X	X	X	X				
Carkhuff et al., 1977	X	X	X							
Tamminen & Smaby 1978	X	X	X							
Schroeder et al., 1973	X	X		X		X				
Newton 1974	X	X		X						
Schroeder 1976			X	X						
O'Donnell & Oglesby 1979	X		X							
Janosik 1978	X		X				X		X	
Mitnick 1979	X		X				X		X	X

CHAPTER III

A COMMUNICATION SKILLS WORKSHOP

This chapter contains a communication skills workshop designed for Resident Advisors. It can be used in conjunction with a larger training program or could be taught totally by itself. A workshop rationale, training assumptions, the communication workshop, training assessment, and a discussion and summary will be included in this chapter.

WORKSHOP RATIONALE

The training of paraprofessional helpers and RAs has been extensive, as seen in Chapter II. Mitnick (1979) stated that:

Resident Advisors (RAs) can make a significant contribution towards facilitating student development, but they require extensive training beyond that given during their first week on the job. In-service training throughout the academic year is generally recognized as an effective means of improving RA's skills (25).

The idea and concept of in-service preparation of undergraduate student staff was examined by Greenleaf (1974). She suggested that in-service preparation can be divided into three periods: (1) a spring orientation, (2) a pre-school orientation, and (3) on-the-job orientation. Regardless of the training format, the skills needed by the student staff members or RAs to effectively perform their job must be taught and examined.

In providing effective preparation for the roles of the student assistant, two areas should be emphasized: (1) developing skills in human relationships, and (2) providing skills for "grass roots" level of counseling. The student assistant needs to be aware of differences that exist among students, to sharpen listening skills,

and to develop referral techniques. As communication skills and an ability to recognize barriers to the development of human relationships are developed student assistants can be expected to bring better interrelationships among the students living in the residence hall (Greenleaf, 191).

Greenleaf concluded her section on staff preparation by suggesting that:

Skills need to be developed which can help the staff member increase a sensitivity to and an awareness of needs of others. During workshop sessions it will be important to face realistically with the student staff member those frustrations which are a part of the residence hall job he will assume and to understand reactions to pressures brought about because of the many interpersonal relationships involved in his responsibilities (192).

The literature supports the concept that teaching, training, and/or workshops are useful and necessary methods for professional as well as paraprofessional helpers to increase their helping skills and their effectiveness (Carkhuff & Banks, 1970; Pyle & Snyder, 1971; Carkhuff et al., 1977; Tamminen & Smaby, 1978; Schroeder et al., 1973; O'Donnell & Oglesby, 1979; Janosik, 1978; and Mitnick, 1979). There are numerous assumptions that must be considered in order to provide the best possible staff training. These assumptions will be discussed in greater detail below.

TRAINING ASSUMPTIONS

There are several training assumptions that should be considered prior to the initiation and development of any workshop or training program for residence hall staff members. Without considering these training assumptions any training program may be ineffective or totally

inappropriate. This author suggests that the following training assumptions be considered prior to and during the development of an RA training model or program:

1. That the goals and objectives for the residence hall operation and RA staff have been determined
2. That a needs assessment has been completed
3. That all training is meant to increase the personal growth and performance of the RAs as well as the overall effectiveness and operation of the residence hall
4. That staff development is encouraged through careful screening, selection, training, supervision, and evaluation
5. That the RAs are not at the same level of personal development (emotionally, mentally, physically, and spiritually), possess different skills, and are at varying levels of proficiency.

The formation of yearly goals and objectives can be very useful in selecting the high priority areas of staff training. Short and long-term timespans for construction of goals and objectives are not necessarily the important issue. What is crucial, however, is that the goals and objectives are given careful and conscientious consideration in order for the residence hall operation to move forward in a positive direction. Regardless of the varying differences between residence hall operations of colleges and universities nationwide, the formation of goals and objectives is imperative.

A complete needs assessment based on the finalized goals and objectives is also important. The assessment of needs may provide some type of priority or hierarchy on which the housing director(s) and supervisory staff can focus. This assessment will generate a number needs that can later become the specific training topics.

Training is provided to increase the personal growth and job performance of the RAs as well as the overall effectiveness of the housing operation. By increasing the skill level of the RA and promoting personal growth, the potential for successful and effective interpersonal relationships intensifies. Not only the RAs and residents benefit but the overall residence hall operation benefits from the positive residual effects.

Once the goals and objectives have been finalized and the needs assessment completed, it is an easy matter to identify potential target skills for RA training. This identification of target skills will focus some direction on which training programs can be designed and implemented. Along with providing this direction, the identification of target skills will provide some idea of the degree of time needed to adequately cover any training program.

The selection, training, and evaluation of the RAs should be determined on the basis of the goals and objectives and a needs assessment. Thereby the RA's job description, training, and evaluation are all tied together with the goals and objectives of the residence hall and supervisory staff.

The development of a training schedule or timetable that best meets the goals and objectives and target skills as identified is essential. This schedule or timetable will provide an exact idea of how much time may be needed or available for the specific targeted skills. Therefore, if only a limited amount of time is available due to the academic calendar, some training may be delayed or postponed until more adequate time is available.

All RAs or paraprofessionals are not at the same level of personal development (emotionally, mentally, physically, and spiritually), nor do they possess the same skills, nor are they equally proficient in the same skills areas. Any training program should take these assumptions into consideration. Not only should training programs provide basic skills for those that may not possess them but also provide new and more advance skills for those who already possess the basic ones.

These training assumptions will be very useful in assessing, designing, and implementing a residence hall training program for undergraduate staff members. These assumptions also provide a borad framework from which specific or individualized training may be created as well as focus on specific skills or skill areas that are vital to an RA's job duties and responsibilities (Janosik, 1978; and Mitnick, 1979).

Assumptions play an important role in initiating and developing a training program for RAs. There are other considerations that may also effect the development of residence hall training programs. The reader may be unfamiliar with these considerations, therefore it is necessary to know what they are and how they effect a housing operation. Those considerations are:

1. Budget and fiscal expenditures for housing operation
2. Student enrollment and residence hall occupancy
3. Academic and administrative calendars
4. Residence hall staff selection and replacement
5. Diversity of RA responsibilities.

Budget and fiscal expenditures play an important role in the type of training program developed for the RA staff. A few of the items that

fall into this category include: heating, cooling, and maintenance costs, new and remodeling construction, replacement and new furniture, office and cleaning supplies, salaries, and food service operation. Along with budget and fiscal expenditures, student enrollment and housing occupancy has a direct effect on the development of training program. With student enrollment fluctuating and in many instances declining, the number of students and especially students living in the residence hall will help determine specific staff skills and needs.

The problem of scheduling training programs takes on an entirely new perspective when the academic and administrative calendars are taken into consideration. Class registration, staff vacations, holidays, examinations, and quarter or semester breaks take away or provide valuable timeslots that could be used for training.

On most campuses, the selection on new RAs for the following year most often occurs during winter semester or spring quarter. This process not only involves the supervisory staff but also the RAs as well. This trend of using present RAs to assist in the interview process and provide feedback on RA applicants has become common practice in housing operations nationwide (Hayes, 1978 and Hayman, 1978).

When one considers that approximately one third to one half of an RA staff may be replaced from one year to the next, a great deal of time is needed to do an adequate and thorough job of screening, interviewing, and selection. It is not unusual for an institution with a student enrollment of eight to twelve thousand to have as many as two or three hundred RA applicants and to actively consider and interview up to one hundred and fifty of them.

Even though most RAs have a yearly contract, there are times and circumstances that cause the need to replace some RAs during the academic year. This replacement may be due to student teaching, internships, studying abroad, marriage, or staff resignation or firing. These replacements are not usually as time consuming as new RA selection because there are RA alternates who are selected to fill vacancies. They come from a list of top applicants who were not previously selected. In most instances, the present RAs are not included in this replacement process.

RAs have diverse responsibilities and some of them include: campus familiarity, referral skills, conflict management and resolution, role models, listening, leadership, problem solving, decision making, drug and alcohol abuse, medical emergencies, academic advising, interpersonal communication skills, RA and student rights, and knowledge of the food service operation.

The realization of the number of RA responsibilities as well as the actual time available to train staff, work with students, have a personal life, and most importantly pursue an education, leaves little doubt to the number of variables that need be considered when initiating and developing a training program for student staff. Regardless of a person's interests or personal beliefs, the above training assumptions provide the basic structure for any training model or workshop design for paraprofessionals or RAs. Taking these training assumptions into account, the next step is the designing and implement of the training program for the RAs.

COMMUNICATION WORKSHOP

Most colleges and universities have a wealth of expertise that can be hopefully called upon to assist in any residence hall training that they desire to plan. Faculty and graduate teaching assistants in psychology, social work, sociology, speech communication, and business are just a few areas that could be called upon to take part in staff training. There may also be persons within the housing operation or staff that have the skills and expertise in specific training areas, who could assist in the training.

This workshop is only related to one specific area of the RAs responsibilities, communication skills, and is designed to be complete by itself but can also be used as one part of a larger training program. This design is composed of the basic and minimal skills needed as a refresher for verteran RAs and to prepare new RAs. The one and a half hour timeslots for each training module are the minimum time slots suggested for the specific topics. They provide adequate time for interactions, feedback, discussion, and learning. Accepting that these timeslots and skills topics are minimally required, by expanding them the material in any of the modules could be converted into individualized training that stand by themselves and could be taught as the need or desire demands.

This workshop is designed to maximize the group process for the exercises, and provide greater opportunity for interaction, feedback, and understanding. It is suggested that small groups be used for the training modules unless your individual situation could benefit from larger groups or some type of combination of the two. This would depend

upon the size of the staff, training time available, and the number of training topics to be covered. There are numerous options available from which to choose.

The communication workshop consists of four training modules (Figure 4). Before each training module is discussed, it is important

FIGURE 4

COMMUNICATION WORKSHOP DESIGN*

Training Module I : INTERPERSONAL COMMUNICATION SKILLS

Training Module II : PROBLEM SOLVING & CREATIVE THINKING

Training Module III: UNDERSTANDING SKILLS

Training Module IV : GROUP GROWTH & COHESIVENESS

*Each module requires one and a half hours.

to know the training objectives for the workshop. The training objectives for the workshop include:

1. To provide an experiential and realistic atmosphere for learning about one's self and others as well as how other peoples' perceptions effect them
2. To provide information and applied experiences in the difficulties and problems of human communication which include: sending and receiving effective messages, listening and feedback, problem solving, and creative thinking
3. To increase personal and group growth, cohesiveness, awareness, and solidarity
4. To demonstrate the effects of cooperation and/or competition on interpersonal communication and human interactions

5. To apply the skills learned in each module to the successive modules.

Each of the training modules consists of one and a half hours of training, which is less than more lengthy training programs (Riessman, 1965; Berenson, et al., 1966; Martin & Carkhuff, 1968; Carkhuff & Giffin, 1968; Egan, 1975; Carkhuff, 1977; and Hess, 1978). The concepts used in the following training modules have been systematically tested and their effectiveness has been cited and discussed in Chapter II. Even though this specific model has not been tested, other models that are similar to it have been tested and the evidence of their effectiveness has been provided in the literature.

MODULE 1: INTERPERSONAL COMMUNICATION SKILLS

Training module 1 consists of two sessions: (1) building relationships by sending and receiving effective messages, and (2) listening and feedback (Johnson 1972, 1973, & 1974; Tamminen et al., 1976; Janosik 1978; O'Donnell & Oglesby 1979, and Mitnick 1979). Training objectives for this module are numbers 1 and 2 as described on page 61.

SESSION ONE: Building relationships by sending and receiving effective messages.

Lecture Content

The interpersonal relationships that each of us develop during our lives contributes to the overall success or failure of each successive relationship we have. The ability to successfully establish and maintain interpersonal relationships is also important for the RA as well. This

is due to the responsibilities and interaction the RA has with the residents and her ability to be successful in the job.

Kelly (1962) discussed the fully functioning self or person and the ability to affect change in themselves as well as others. He suggested that the fully functioning personality does the following:

1. Thinks well of himself
2. Thinks well of others
3. Sees his stake in others
4. Sees himself as a part of a world movement, in process of becoming
5. Develops and holds human values
6. Knows no other way to live except in keeping with his values
7. Is cast in a creative role (159-61).

The ability to send and receive effective messages is vital to the success of the RA as a paraprofessional as well as a person. To communicate well or at least at a minimal level is important.

Johnson (1972, 1973, & 1974) developed a list of suggestions that enable persons to become better communicators. He suggests that in sending messages effectively, the following should be realized:

1. Clearly "own" your messages by using personal pronouns such as I and my
2. Make your messages complete and specific
3. Make your verbal and nonverbal messages congruent with each other
4. Be redundant
5. Ask for feedback concerning the way your messages are being received

6. Make the messages appropriate to the receiver's frame of reference
7. Describe your feelings by name, action, or figure of speech
8. Describe other members' behavior without evaluating or interpreting (Johnson & Johnson, 1975, 114-15).

Along with the above suggestions to send effective messages, Johnson offered three skills that can help as we receive messages. They are:

1. Paraphrase accurately and nonevaluatively the content of the messages and the feelings of the sender. The basic rule to follow in paraphrasing is: you can speak up for yourself only after you have restated the ideas and feelings of the sender accurately and to the sender's satisfaction
2. Describe what you perceive to be the sender's feelings
3. State your interpretation of the sender's message and negotiate with the sender until there is agreement as to the message's meaning (Johnson & Johnson, 1975, 116).

Exercises and Activities

Examples of two exercises that can be used in this session are the "Block T" and a "basic communication description" exercise (Stewart 1973, 117-18). The "Block T" exercise requires that two people sit in chairs that are separated by a movie screen or curtain. One person is given several pieces of a puzzle, in this case a block letter of a "T", while the other person has the completed puzzle in front of them. The person with the completed puzzle attempts to tell the other person how to assemble the puzzle.

Three stages are usually allowed (1) only the person with the completed puzzle can talk, (2) each person can ask questions that can only be answered with a yes or no, and (3) both are free to talk freely but

each must remain hidden from the other. The "basic communication description" is similar to the "Block T", in that a person attempts to describe a series of geometric figures, blocks, or dominoes to others in such a way that the receivers can draw figures identical to the original one(s).

Discussion and Processing

These types of exercises allow the RAs to experience first hand the frustrations, problems, and difficulties associated with sending and receiving effective messages. The feelings experienced by the RAs may include frustration, fear, ineptness, and amazement of their inability to communicate as effectively as they thought they could or were able. The RA is often in the position to provide information of some type to residents. A simple act of giving directions can turn into a nightmare if messages are not sent or received effectively. The RA should be as clear, concise, and accurate as possible in sending messages and when receiving messages, ask questions if you are confused or uncertain.

At this point the trainer may wish to ask two RAs to demonstrate their skills of sending and receiving effective messages. This demonstration will help stress the major variables related to sending and receiving effective messages.

SESSION TWO: Listening and feedback

The ability to effectively receive messages, verbal or nonverbal, calls upon the skills of listening and feedback (Avils et al, 1971; Pyle & Snyder 1971; Newton 1975; and Carkhuff et al., 1977). To demonstrate

the RAs listening skills, a listening pre-test could be given (See Appendix D).

Lecture Content

Most people do not listen as closely as they think they do or as accurately. They tend to hear only what they want to hear, distort in the direction of their own biases, or just fail to hear because they are attending to their own thoughts and not the thoughts of the speaker or sender. This has been demonstrated by the parlor game: one person is given some information about a hypothetical event and tells it privately to another, the second person tells it to a third and so on until it returns to the first person who started it. At this point it is compared with the original story. The additions, modifications, omissions, and distortions can easily be seen.

As listeners, we must be doing something wrong if we fail to understand or hear what is being said. Barker (1971) suggested several habits, adapted from Nichols (1961), that he felt contribute to poor listening. They are:

1. Viewing a topic as uninteresting
2. Criticizing a speaker's delivery instead of his message
3. Getting overstimulated or emotionally involved
4. Listening only for facts
5. Preparing to answer questions or points before fully understanding them
6. Wasting the advantages of thought speed over speech speed
7. Trying to outline everything

8. Tolerating or failing to adjust to distractions
9. Faking attention
10. Listening only to what is easy to understand
11. Allowing emotionally laden words to interfere with listening
12. Permitting personal prejudices or deep-seated convictions to impair comprehension and understanding (61-65).

What is effective listening? It is only a matter of using one's ears and avoiding thinking about one's own problem? Is it merely concentrating on what the speaker is saying? It is much more than these. Any person can improve their listening skills by using these simple suggestions also offered by Barker (1971):

1. Be mentally and physically prepared to listen
2. Think about the topic in advance when possible
3. Behave as you think a good listener should behave
4. Determine the personal value of the topic for you
5. Listen for main points
6. Practice listening to difficult expository material
7. Concentrate--do not let your thoughts wander
8. Build your vocabulary as much as possible
9. Be flexible in your views
10. Compensate for emotion-rousing words
11. Compensate for main ideas to which you react emotionally (73-77).

When the RA is successful in showing that she has heard and understood, changes inevitably take place, often quickly and dramatically. Listening, by its very nature, should be empathic and a person understands what she

has heard, only to the extent that she can share in the meaning, spirit, or feeling of what the speaker has said.

Most people don't believe that they are really being understood and accepted when someone just listens to them. They may have had many previous experiences with people who only pretend to listen while they are actually thinking thoughts of their own. That is why the effective RA employs the feedback principle. The best feedback method is a simple restatement in the RA's own words of the essential meaning of the speaker's original statement, adding nothing new nor taking anything away.

Feedback is nothing more than reporting to another person the kind of impressions she is making on you or reporting your reactions to her. Feedback is rarely effectively used in interpersonal communication. Our society puts a great deal of emphasis on the value of honesty. We are taught in our homes and schools that it is bad to lie about our behavior. Yet all of us are guilty of a great deal of dishonesty in our interpersonal communication. Our society puts a great deal of emphasis on the value of honesty. We are taught in our homes and schools that it is bad to lie about our behavior. Yet all of us are guilty of a great deal of dishonesty in our interpersonal relationships at times. We rarely express our honest feelings towards others at home or at school. Often this involves simply avoiding the expression of reactions which we feel would be detrimental to others or ourselves. It is the telling of "little white lies" when we tell people something positive or reassuring rather than be direct, honest, or critical.

People often feel threatened when they receive feedback. The notion that people will be hurt by criticism is very prevalent. Think of how

many people you know who have good intentions but behave in ways which diminish their effectiveness. The ability to operate efficiently and productively in many areas of life can become seriously hampered if we never have a chance to become aware of our impact on others. Most of us are capable of improving our styles of interpersonal communication and becoming much more effective as people, when we become more aware of our impact on others.

It is useful to think about destructive versus constructive feedback. Feedback is destructive when it is given only to hurt or to express hostility without any goal of improving the interpersonal relationship. It may be also destructive when only derogatory or extremely critical statements are given without any balance of positive statements or evaluations. Therefore, positive and effective feedback is even more important when interacting with others. Barker (1971) also suggested several guidelines for effective feedback. They are:

1. Send feedback that is appropriate to the speaker, message, and context
2. Be certain the speaker perceived the feedback
3. Make certain the feedback is clear in meaning
4. Send the feedback quickly
5. Beware of overloading the system
6. Delay in performing any activity that might create an unintentional effect
7. Keep feedback to the messages separate from personal evaluation
8. Use nondirective feedback until the speaker invites evaluation of his message

9. Be certain that you understand the message before you send directive feedback
10. Realize that early attempts at giving more effective feedback may seem unnatural but will improve with practice (123-24).

Exercises and Activities

Listening tests are useful methods for determining the listening ability of person. The listening tests (Appendixes D & E), open ended questions, and the exercises like the ones described in Barker (1971, 142-44) are examples of activities that can be used to effectively improve immediate feedback on the RA's listening ability. Role playing situations can also provide an opportunity to use the "open question technique" (Ivey 1971) to increase feedback as well as listening skills. Allow approximately forty-five minutes for each session.

Discussion and Processing

In this module, the RAs should be able to use the skills of listening and feedback during the exercises or activities. These skills are a major part of the job responsibilities of the RA as a paraprofessional helper. The RA should not only "hear" but "listen" to what is not being said as well. Often residents or students want to share or discuss a difficult problem but seem to talk around it or hide it in some polite conversation. "My mom and dad don't know what these pre-med courses are doing to me!", or "Maybe I'm just not ready for college yet, I should try the vo-tech" are examples of statements made by residents or students, when reaching out for help.

If the RA can sharpen her listening skills and provide direct and positive feedback, her job may be much more successful. A majority of the RAs will score higher on the listening post-test than on the pre-test. The trainer may wish to work individually with any RA who may have scored lower on the listening post-test than on the pre-test. This doesn't happen often. Summarizing the major characteristics of listening and feedback as well as giving another listening test may help the RAs to demonstrate their understanding of this module.

MODULE II: PROBLEM SOLVING AND CREATIVE THINKING

This training modules focuses on problem solving (Janosik 1978; Tamminen & Smaby 1978; O'Donnell & Oglesby 1979; and Mitnick 1979) and creative thinking (De Bono 1970 & 1971, and Raudsepp & Hough 1977). The training objectives for this module are numbers 1 and 2 as described on page 61.

Lecture Content

RAs will be called upon at some time to assist or aid a resident in solving a problem. The ability to help solve that problem as quickly and efficiently as possible will aid in building and maintaining the interpersonal relationship. Johnson and Johnson (1975) defined a problem and the process of problem solving very well.

A problem may be defined as a discrepancy or difference between an actual state of affairs and a desire or ideal state of affairs. Problem solving is the process of resolving the unsettled matters, of finding an answer to a difficulty; it is a process

that results in a solution to a problem, and it involves changing the actual state of affairs until it is identical with the desired state of affairs (257).

Roommate difficulties, personal crisis, career decisions, and class selections are a few of the problems an RA will encounter and help the residents to solve. Therefore some systematic process for problem solving can be useful. Five basic steps to problem solving were offered by Johnson & Johnson (1975) and they included:

1. Defining the problem
2. Diagnosing how big it is and what causes it
3. Formulating alternative strategies or plans for solving it
4. Deciding upon and implementing the most desirable strategies
5. Evaluating the success of the strategies used (259).

Exercises and Activities

The skill of problem solving and the using of the above steps can increase the RA's ability to successfully solve problems. In order to demonstrate what creative imaginations the RAs have, they should engage in some specific problem solving related to their job duties or any other problem(s) that the group feels is important. The following questions are examples that could be used to stimulate the RAs in generation of possible solutions. What measures can be taken to reduce or eliminate building damages? What kinds of new social, academic, and recreational activities can we offer the residents?

Examples of creative thinking exercises can be found in De Bono (1970 & 1971) as well as in Raudsepp & Hough (1977) that go beyond the realm of vertical thinking and problem solving. These exercises or activities

may be conducted individually by the RAs or in groups depending upon the preference of the trainer.

Discussion and Processing

During this module, the RAs should become more aware of the numerous alternatives offered by creative thinking within problem solving. To take a simple or difficult problem or puzzle and generate numerous solutions or answers is rewarding. The realization, that there is more than one solution to almost every problem, is a very exciting one for the RAs. RAs will often have problems to solve as part of their job but creative and productive solutions will make problem solving not nearly so insurmountable.

Quantity and quality of the solutions are the objectives of the problem solving and creative thinking exercises. It would be helpful if the trainer asks the RAs to share their solutions with the other staff members. By using this mutual sharing session, the RAs will observe the styles and methods of problem solving and creative thinking that other RAs use. Allow approximately one and a half hours for this training module.

MODULE III: UNDERSTANDING SKILLS

The understanding skills module consists of experiential exercises designed to increase the RA's ability to understand herself and others. The training objectives for this module include numbers 1, 4, and 5 as described on page 61. The skills and concepts that will be examined include: Understanding of self and others, empathy, respect, acceptance,

and awareness (Pyle & Snyder 1971; Avila et al., 1971; Newton 1974; Egan 1975; Schoeder 1976; Tamminen et al., 1976; Tamminen & Smaby 1978; Janosik 1978, and Mitnick 1979).

Lecture Content

RAs come into contact with many residents and co-workers who possess beliefs, customs, habits, life styles, and religious which may be very different or foreign to own. Each RA must be capable of using this data and make some sense out of it. The more familiar the RAs are with others' values, beliefs, histories, perceptions, and ethnic experiences, the more effective they will be as persons as well as RAs. The better the RA understands others, the better she will be able to understand herself.

Exercises and Activities

Exercises and activities in this module should be focused towards specific topics that can increase understanding. Examples of exercises that could be used are found in (Appendixes F, G, & H) and others (Newton 1974 and Tamminen & Smaby 1978) that may accomplish the objectives of the module.

Appendix F could be used to better understand what people really mean. Gil Scott-Herron, an African-American poet and musician, discusses ethnic experiences and impressions that are most likely unfamiliar to a lot of RAs. This exercise will demonstrate the problem of understanding ethnic concepts, phrases, and descriptions. There will often be residents who are a minority in terms of their heritage or ethnic background. By

being sensitive and realizing that their frame of reference or word usage may cause difficulty in being understood accurately. Appendixes G and H provide the RAs the opportunity to interact and share themselves with others and through this sharing and interaction, understanding may be promoted.

Discussion and Processing

The RAs should experience the frustrations and difficulties of understanding others as well as being understood. If the skills from the two previous training modules are incorporated into the understanding process, the process can be made easier. The differences in life styles, ethnic backgrounds, customs, habits, and word usage and meaning can be overcome if a conscientious effort to understand is made. The difficulty and frustration of the understanding process is made vivid in a statement made to this author by a resident, "Just because I understand, doesn't make it hurt any less!" Understanding, in and of itself, is not enough but by using all of the other skills will help to increase the RAs' chances of being successful.

The trainer should encourage small group discussions for the RAs so that they will be able to interact and share their feelings with the others in the group. The RAs usually interact freely and often the trainer has to interrupt the discussion and dialogue in order to conduct other exercises. Allow approximately one and a half hours for this training module.

MODULE IV: GROUP GROWTH AND COHESIVENESS

The final training module focuses on group growth and cohesiveness. The objectives for this module include numbers 1, 3, and 5 as described on page 61.

Lecture Content

Teamwork is important to the effectiveness of any residence hall. Even with individual autonomy, the concepts of group growth and cohesiveness are imperative to establishing and maintaining a balance between them. Cohesiveness and group growth aid RAs in the ability to successfully accomplishing the individual hall goals and objectives as well as those of the total housing operation.

Johnson and Johnson (1975) described group cohesion as ". . . the sum of all the factors influencing members to stay in the group; it is the result of the positive forces of attraction toward the group outweighing the negative forces of repulsion away from the group" (233). Group cohesion can provide many consequences that are productive to the group's effectiveness. The benefits of group cohesiveness outweigh the negative effects. They, Johnson and Johnson, offered several consequences of group cohesiveness. Highly cohesive groups:

1. Are characterized by low turnover in membership and low absenteeism
2. Are more willing to work toward a common goal
3. Members communicate more frequently and effectively
4. Are more likely to influence one another in making decisions
5. Are more willing to listen to other members
6. Are more willing to accept the opinions of other members

7. Are more willing to endure pain or frustration in behalf of the group
8. Are more willing to defend the group against external criticism or attack (253).

Exercises and Activities

There are numerous exercises that could be conducted in this module. Common examples are wreched on the Moon, Winter Survival, or similar ones that focus on individual-vs-group abilities and effectiveness. The Feedback Exercise (Johnson and Johnson, 302-3) could be useful in exchanging information, increasing clarity, and improving understanding of how each RA has an impact on other group members. By experiencing the effectiveness of group decision making over individual decision making, the RAs can see how important group growth and cohesiveness are to the functioning of a residence hall.

Discussion and Processing

The development of a strong and cohesive group can be very beneficial for the group or organization. The benefits far outweigh the disadvantages of group growth and cohesiveness within the residence hall setting. It is easy to observe a staff or floor of residents that work smoothly and efficiently together, have grown individually, and molded themselves into a cohesive and active unit or group. This natural way the RAs and residents relate and interact with each other can easily be observed. By working as a strong and cohesive group, the RAs can experience the dynamics of group growth and cohesiveness.

In this module the RAs will observe how well they perform as individuals during these exercises. They will also become aware of how much better the group performs as compared to any individual. Each RA has skills, abilities, and expertise in certain areas but no individual RA is knowledgeable in all areas. Utilizing this group dynamics, the RAs can experience and discover that the group is in fact greater than the sum of its individual members. By providing more than one of these types of exercises the RAs will be able to verbalize their understanding of the concepts in this module as well as using the skills learned in the other modules. Allow approximately one and a half hours for this training module.

TRAINING ASSESSMENT

It is suggested that at the end of the communication workshop that some type of assessment of the training be taken. A Communication Workshop Evaluation (See Appendix I) designed by this author is an example of such an assessment. The assessment will assist the trainer in analyzing and evaluating the overall effectiveness of the communication training. The evaluation may also provide suggestions for other training topics or areas of concentration that the RAs may feel are important to their job success.

This workshop has been designed with the specific needs, goals, and objectives of the housing office and its operation taken into consideration. Even though the communication workshop consisted of only six hours of training, this author understands and realizes that much of the

literature suggests that training conducted over longer periods of time, increases the effectiveness of that training (Reissman 1965; Berenson, Carkhuff, and Myrus 1966; Martin and Carkhuff 1968; Egan 1975; Carkhuff 1977; and Janosik 1978).

The purpose of the communication skills training was to augment the diversity of the training received by the RAs because there are so many other skills that the RAs must be knowledgeable in order to perform their jobs (Greenleaf 1974 and Appendix A). By providing basic communication skills the RAs will be made more aware of these skills and hopefully generate greater interest in gaining additional information in these and other areas.

DISCUSSION AND SUMMARY

The responsibility for facilitating a humanized environment in residence halls has been predominantly placed with the students working in a paraprofessional role. The effectiveness of the student paraprofessional, in the above roles depends upon how well they are trained to work in a helping relationship (Newton 1974, 366).

The objective of this manuscript has been to examine the Resident Advisors as a paraprofessional helper within the residence hall setting. The reader has seen, in Chapter I, what student housing is, how it has developed, as well as the changing roles and responsibilities of the RA as a staff member. In Chapter II, a survey of the literature related to helping; helping characteristics; professional, lay, and paraprofessional training programs; and specific training programs for Resident Advisors. Finally, a communication skills workshop was designed and developed, in Chapter III to be used as a specific skills training program for RAs or as a part of an overall residence hall training program. Depending upon

the preference of the trainers or housing staff, this communication skills workshop can be utilized in any type of training format: spring or pre-school orientation, actual on-the-job training, individual hall training, or total RA staff training.

The helping process is very complex and it is imperative that the Resident Advisors are given assistance in performing their helping tasks by exposure to communication skills training as well as other training related to their job performance. The ability to realistically meet the ever changing needs, desires, and demands of the residents in on-campus facilities should be our major concern and priority. The continual development and improvement of Resident Advisor's personal as well as paraprofessional skills should be the goal of not only each RA but also that of the residence hall professional staff. This will provide the most effective and conducive atmosphere for student and staff development and growth.

APPENDIX A

RA JOB DESCRIPTION

TITLE: Resident Assistant

REPORTS TO: Head Resident and Assistant Head Resident

SUPERVISES: Assigned Floor or Wing

PURPOSE OF POSITION:

To assist with certain basic responsibilities within a Residence Hall. The Resident Assistant works in all phases of resident living with the staff responsible for the Residence Hall. To serve as liaison between the University administration and the students of the Residence Halls; to foster an atmosphere for academic, social, cultural, and emotional growth in the Residence Halls by serving as an advisor/counselor to the students living in the halls; to assist the Head Resident in promoting the general well-being of the Residence Halls and its residents.

PRIMARY DUTIES:

1. To promote the development of an atmosphere within the Residence Halls wherein the objectives of the University may be achieved.
 - Developing students respect for one another as well as respect for private and public property, and authority.
 - Assisting student officers in finding better ways to provide conditions for proper study.
 - Providing an example of friendliness and assistance to students and becoming acquainted with one another.
 - Being aware of study habits and academic problems of students on the floor.
2. To be responsible for assisting individual students.
 - To maintain regular room hours in which to be clearly available to students.
 - To maintain records of individual students for whom you are responsible.
 - Showing a sincere interest and friendliness to all students.
 - Being a good listener.
 - Being aware of social isolates and helping them when possible to make friends and become a part of the campus community.
 - Being aware of attitudes and behavioral patterns of students.
 - Being aware and assisting students who may become ill.
 - Knowing resources on the campus to help students.
 - Being able effectively to refer students for help.
 - Having reference materials available, i.e., the college catalogue, listing of student services, handbooks, class schedules, campus calendar, etc.
 - Bringing out potentials of students to contribute to Residence Halls programs and campus activities.
 - Being aware of problems of adjustment of new students.
 - Being aware of student needs and letting them be known to the administration
 - physical, emotional, and personal needs.
3. To promote the development of Residence Halls programs by and for the students. Sound, well-planned activities are the very basis by which Residence Halls can contribute to educational experiences of students. These activities are varied, and the most effective programs are those which are initiated, planned and carried out by students. The Resident Assistant may provide the stimulation for planning and can offer the help of a great deal of experience and interest.

- Encourage student responsibility for their own Residence Hall program.
 - Be aware of possible activities for hall groups and have available creative suggestions which students may accept or reject.
 - Support activities of the hall by personal attendance and participation.
 - Know the responsibilities of officers and assist in their leadership training.
 - Have a knowledge of University rules and regulations which affect social activities and the reasons for regulations.
4. To enforce rules and regulations and help provide a "control".
The responsibility for preventive discipline and an explanation as to the needs for control are the responsibility of the Resident Assistant.
 - Setting an example by adhering to rules and regulations of the University and the Residence Halls.
 - Know University and Residence Halls rules and regulations and reasons why they are advantageous to the students.
 - Assist all students in knowing what is expected of them and the reasons for these expectations.
 - Encourage student involvement in enforcement of rules and regulations.
 - Assist individual growth toward self-discipline.
 - Recognize signs of campus unrest and work to help students understand the issues.
 - Report behavioral infractions according to determined policies.
 5. To assist with administrative details.
 - Know how to contact health service, fire department, and Security in case of emergencies.
 - Assist with public relations.
 - Prepare necessary records and reports.
 - Collect data cards as needed.
 - Assist with room checks as required by hall operation.
 - Participate in staff meetings and committees which may develop policies and provide for evaluations.
 - Assist with communication among staff members, residents, and the University.
 - Keep the Head Resident informed of major plans being developed by residents.
 - Assist with opening and closing of the hall.
 - Assist with general physical needs of the hall.
 - Selectively report happenings within the halls which are of concern to persons in charge.
 - Participation in the selection process for new staff members.
 6. To serve as liaison between the University administration and the residents.
 7. To assist the Residence Halls Office in the execution of those student personnel policies which affect Residence Halls life.
 8. To attend meetings called by the Residence Halls Office and to participate in training sessions designed to increase personal effectiveness.

9. To assist the Head Resident, and Assistant Head Resident in any matters pertaining to the general well-being of the hall and its residents.
10. To assist with formulation of Residence Halls Policy by presenting recommendations to the Residence Halls Office.

SCOPE AND IMPACT OF THE POSITION:

The Resident Assistant is responsible for the well-being of a particular Residence Hall and the students in that hall, as well as the general atmosphere and programs of that hall.

The Resident Assistant is an effective influence on his peer group and thus assumes an important role in the Residence Halls. Resident Assistants can accomplish certain tasks better than anyone else. Their peer acceptance includes acceptance of standards which they set by their example. As policies are being developed, their view points as students are most valuable to the Residence Halls Office and the Head Resident. Resident Assistants can exert great influence on the students' environment, and be of valuable help to individual students; they can advise student activities and assist in enforcement of rules and regulations and with administrative details. Of great importance, because of the proximity of the Residence Halls Staff to students, is the ability of the staff to transmit to students their own enthusiasm for learning and to transfer a desire to receive the greatest possible benefits for personal growth from their college years.

Having to pass down decisions made by those in authority is not always conducive to a relationship of mutual understanding. Therefore, the Resident Assistant must use a great deal of tact when functioning as a member of the administration. However, at no time will he or she be asked to break a confidence.

POSITION REQUIREMENTS:

The Resident Assistants are selected on the basis of their general level of maturity and judgment; their ability to hold a part-time job while maintaining a satisfactory grade point average; their interest in the welfare of their fellow students; and the presence of those personality variables such as, warmth, emotional stability, ability to listen, sensitivity, and awareness which facilitate interpersonal relationships.

APPENDIX B

R.A. EVALUATION SURVEY

The purpose of the following questionnaire is for you as a resident to provide some feedback to your R.A. as to your perception of his/her job performance. Please be honest and candid in your appraisal. This questionnaire has been distributed by your R.A. Please complete it and slide the completed form under your R.A.'s door. PLEASE DO NOT PUT YOUR NAME OR YOUR R.A.'S NAME ON THE QUESTIONNAIRE. YOUR RESPONSE WILL REMAIN ANONYMOUS. If you wish to discuss your appraisal with your R.A.'s please feel free to do so.

1. Rate the availability of your Resident Assistant.

___ Very Low ___ Low ___ Average ___ High ___ Very High

2. Rate your R.A.'s ability to provide you with information you need concerning the University and Residence Halls.

___ Very Low ___ Low ___ Average ___ High ___ Very High

3. Rate your R.A.'s ability to communicate as an understanding person and a good listener.

___ Very Low ___ Low ___ Average ___ High ___ Very High

4. Rate your R.A.'s ability to handle discipline with fairness and consistency.

___ Very Low ___ Low ___ Average ___ High ___ Very High

5. Rate your R.A.'s sincerity in his/her position.

___ Very Low ___ Low ___ Average ___ High ___ Very High

6. Rate your R.A.'s ability to gain the respect of his/her residents.

___ Very Low ___ Low ___ Average ___ High ___ Very High

7. Rate your R.A.'s ability to encourage responsible behavior on his or her floor.

___ Very Low ___ Low ___ Average ___ High ___ Very High

8. Rate your R.A.'s ability to provide an atmosphere which is conducive for study, and a comfortable living environment.

___ Very Low ___ Low ___ Average ___ High ___ Very High

9. Please give your R.A. an overall rating.

___ Very Low ___ Low ___ Average ___ High ___ Very High

10. What additions or changes should your R.A. make?

11. What additional services could your R.A. or the Residence Halls Office provide and how could they be achieved?

12. What frustrates you most about the University of Montana?

APPENDIX C

HOUSING OFFICE
ST. CLOUD STATE UNIVERSITY
RESIDENCE HALL STAFF EVALUATION

The Housing Office is concerned with the overall operation of the residence hall staff and the quality of life within each hall. In an effort to improve your residential experience, we would like you to spend a few minutes of your time completing this form. Please feel free to express your honest opinions.

Your resident advisor's name _____

Year in school: Freshman _____ Sophomore _____ Junior _____ Senior _____

Residence Hall _____ Floor/House _____

Please circle the appropriate response for each question as it pertains to your R.A.

5 - exceptional, 4 - very good, 3 - average

2 - seldom, 1 - poor

Your Resident Advisor:

	EXCEPTIONAL (almost always)	VERY GOOD	AVERAGE	SELDOM	POOR (hardly ever)	NO OPINION
1. Is around or can be found when needed.	5	4	3	2	1	
2. Is consistent and fair in handling situations.	5	4	3	2	1	
3. Has tact, diplomacy in dealing with residents.	5	4	3	2	1	
4. Attempts to protect the rights of all individuals on the floor.	5	4	3	2	1	
5. Helps plan and promote floor activities.	5	4	3	2	1	
6. Attempts to get residents enthusiastic and involved.	5	4	3	2	1	
7. Promotes floor unity.	5	4	3	2	1	
8. Have the floor meetings you've attended been informative and helpful?	5	4	3	2	1	
9. Keeps me informed of residence hall programs and procedures.	5	4	3	2	1	
10. Is a source of information in answering questions I might have.	5	4	3	2	1	
11. Will try to find the answers to these questions if he/she doesn't know them.	5	4	3	2	1	
12. Shows interest in job and residents.	5	4	3	2	1	
13. Shows enthusiasm and dedication for his/her work.	5	4	3	2	1	
14. Makes attempt to get to know residents.	5	4	3	2	1	
15. Is honest in dealing with me.	5	4	3	2	1	
16. Is willing to listen when I have a problem.	5	4	3	2	1	
17. Please rate your RA's performance overall.	5	4	3	2	1	

18. a. Are quiet hours a problem on your floor? yes _____ no _____ Explain:

18. b. Should your RA help enforce quiet hours: (please circle)

more -- same -- less

c. Have you, as a resident, helped enforce quiet hours yourself? yes ___ no ___

19. When your RA is confronted with alcohol, does he/she enforce the alcohol policy according to University policy? yes ___ no ___

20. When your RA is confronted with drugs, does he/she enforce the drug policy according to University policy? yes ___ no ___

Please respond to questions 21 - 26 by circling yes or no.

- | | | |
|--|-----|----|
| 21. Does your RA spend enough time with the floor residents around the hall? | yes | no |
| 22. Does your RA visit with <u>you</u> on the floor? | yes | no |
| 23. Is it important to be known personally by the RA? | yes | no |
| 24. Do you know who the Director is? | yes | no |
| Have you needed his/her services? | yes | no |
| If so, were they of assistance to you? | yes | no |
| 25. Do you know who the Assistant Director is? | yes | no |
| Have you needed his/her services? | yes | no |
| If so, were they of assistance to you? | yes | no |
| 26. Is floor unity important to you? | yes | no |

General comments on any questions above:

27. Do you make an effort to attend floor meetings? yes ___ no ___

28. How would you describe your RA's attitude toward you?

29. How would you describe your RA's attitude toward the RA position?

30. What are your feelings about the total residence hall staff in your hall?

31. Does your RA and residence hall promote enough non-alcohol related programs?

yes ___ no ___

32. What programs would you like to see offered?

Please give us any other comments you might have.

APPENDIX D

LISTENING: STORY AND PRE-TEST

THE VACATION DAY

Mark and Betty Wilson rolled out of bed at 5:40 AM. It was the long awaited day, June 14, when the family would start it's annual 12-day vacation.

They got dressed. Mark went into the kitchen while Betty got the two children, Mike age 11 and Patty, age 8 out of bed. Mike was the first one dressed. He came down in 15 minutes. Patty followed along five minutes later.

By this time Mark had gulped down a cup of coffee and couple slices of toast. Betty drank a glass of grapefruit juice and was on her second cup of coffee.

They had packed the night before so they were ready to go. The children were not hungry and were anxious to get started so Mark had another quick cup of coffee, they all hopped in the car, and pulled out of the driveway at 6:45 AM.

"Right on schedule," Mark said. "Our reservations for tonight are 480 miles away." After driving for an hour and a half the children said they were hungry. Mark spotted a roadside restaurant, the "Clean Kitchen," so they pulled in for breakfast.

The children had orange juice, milk and pancakes. Mark and Betty had eggs and bacon. Breakfast took 35 minutes. Then they were back on the road again.

Betty had brought comic books along so the children read those for a couple hours. Then they started amusing themselves by arguing with each other.

Mark broke the monotony by stopping for hamburgers at 1:30. Everybody got along fine for the next two hours until one of the comic books got torn. Then it was sheer bedlam for the next few hours with Betty playing referee.

They finally pulled into their motel, haggard and worn, ten hours and twenty minutes after they had left the driveway. The annual family vacation of fun and relaxation had officially begun.

LISTENING: PRE-TEST

1. The last name of the family was: (a) Olson (b) Peterson
(c) Wilson (d) Johnson
2. Mark and Betty got out of bed at: (a) 5:20 (b) 5:40 (c) 5:30
(d) 5:50
3. The vacation started on: (a) June 4 (b) June 14 (c) June 20
(d) June 10
4. The boy's name was: (a) Mike (b) Peter (c) Mickey (d) Mat
5. His age was: (a) 8 (b) 12 (c) 10 (d) 11
6. The girl's name was: (a) Debbie (b) Peggy (c) Patty (d) Cathy
7. Her age was: (a) 7 (b) 11 (c) 8 (d) 9
8. The time it took the boy to get dressed and come downstairs
was: (a) 5 minutes (b) 10 minutes (c) 15 minutes (d) 20 minutes
9. Before they left Mark had: (a) 2 cups of coffee and toast
(b) orange juice and coffee (c) only one cup of coffee (d) only
2 cups of coffee
10. Before they left Betty had: (a) orange juice and coffee (b) grape
juice and coffee (c) toast and coffee (d) grapefruit juice and
coffee
11. The length of the vacation was to be: (a) 10 days (b) 12 days
(c) two weeks (d) 16 days
12. They left their driveway at: (a) 6:45 AM (b) 7:00 AM (c) 6:30 AM
(d) 6:20 AM
13. The distance they had to drive the first day was: (a) 20 miles
(b) 480 miles (c) 460 miles (d) 440 miles
14. They stopped for breakfast after driving: (a) one hour (b) one
and a half hours (c) 45 minutes (d) one and a quarter hours
15. The name of the restaurant where they had breakfast was: (a) Cal's
Kitchen (b) Country Kitchen (c) Home Style Kitchen (d) Clean
Kitchen
16. For breakfast the children ate: (a) cereal (b) pancakes (c) eggs
(d) french toast
17. For breakfast Mark and Betty ate: (a) cereal (b) pancakes (c) eggs
(d) french toast
18. The amount of time spent for breakfast was: (a) 25 minutes (b) 30
minutes (c) 35 minutes (d) 45 minutes

19. In the car the children ate: (a) snacks (b) fresh fruit
(c) candy (d) was not mentioned
20. The time between leaving their driveway and arriving at the motel
was: (a) 10 hours (b) $10\frac{1}{2}$ hours (c) 10 hours and 40 minutes
(d) 10 hours and 20 minutes

APPENDIX E

LISTENING: STORY AND POST-TEST

ANOTHER VACATION DAY

Bill and Sara Andrews tumbled out of bed at 5:45 AM. The big day of the year, July 10, had arrived when the family would start it's annual two-week vacation.

Bill, filled with vim and vigor, went out and jogged in the morning sunshine for a mile, came in the house, showered and shaved, and was ready to go.

During this time Sara had gotten the children Dana, age 10 and Debbie, age 12, out of bed.

Sara had some orange juice and a cup of instant coffee and they were ready to hit the road. All except Peter. He was a slow poke and it took him 20 minutes to get ready. But they finally all piled in the family car and hit the road at exactly 7:00 AM.

"Right on the button," said Bill. "I wanted to get started early because we have 475 miles to go today."

It took only an hour for the children to begin arguing over a puzzle book that Sara had brought.

So immediately Bill pulled into a small roadside restaurant called the Wag-In-Inn. The children had fruit juice and pancakes; Bill had french toast, sausage and melon; Sara had scrambled eggs.

It took a half hour for breakfast and they were back driving again.

The food settled the children's stomachs, but not their dispositions. Within a couple hours they were punching, poling and arguing.

"Can't you children communicate any other way?" asked Sara who did her best to settle the disputes.

Bill finally stopped at a public park at 2 o'clock, let the children run off some steam, got a bag of hamburgers and they had a picnic. Then they resumed their trip which, by the end of the day, was something of an exercise in restraint for the parents to retain their composure with the bedlam in the back seat.

"Nothing like togetherness to fill the heart with joy," thought Bill as he pulled into the motel eleven hours after leaving the driveway in the morning.

LISTENING: POST-TEST

1. The last name of the family was: (a) Olson (b) Anderson (c) Johnson (d) Andrews
2. Bill and Sara got out of bed at: (a) 5:15 (b) 5:30 (c) 5:45 (d) 5:55
3. The vacation started on: (a) July 1 (b) July 8 (c) July 6 (d) July 10
4. It was to last for: (a) one week (b) 10 days (c) two weeks (d) three weeks
5. Bill jogged for: (a) $\frac{1}{2}$ mile (b) one mile (c) $1\frac{1}{2}$ miles (d) two miles
6. The boy's name was: (a) Paul (b) David (c) Dana (d) Daniel
7. His age was: (a) 10 (b) 9 (c) 12 (d) 11
8. The girl's name was: (a) Cindy (b) Dorothy (c) Cathy (d) Debbie
9. Her age was: (a) 11 (b) 12 (c) 10 (d) 9
10. Before leaving Sara had: (a) 2 cups of coffee (b) grape juice (c) toast and coffee (d) orange juice and a cup of coffee
11. To get ready it took the boy: (a) 10 minutes (b) 15 minutes (c) 20 minutes (d) 25 minutes
12. They started driving at: (a) 7:00 AM (b) 7:15 AM (c) 6:45 AM (d) 6:30 AM
13. The distance they had to drive during the day was: (a) 500 miles (b) 475 miles (c) 450 miles (d) 460 miles
14. The children started arguing over: (a) comic books (b) was not mentioned (c) a puzzle book (d) who punched who first
15. The name of the restaurant was: (a) Do-Drop-Inn (b) Good-Road-Inn (c) Wag-On-Inn (d) Come-On-Inn
16. For breakfast the children ate: (a) fruit juice and pancakes (b) cereal (c) scrambled eggs (d) french toast
17. Bill ate: (a) fruit juice and pancakes (b) cereal (c) scrambled eggs (d) french toast
18. Sara ate: (a) fruit juice and pancakes (b) cereal (c) scrambled eggs (d) french toast
19. So the children could get out of the car and unwind, Bill stopped at: (a) a restaurant (b) a public park (c) a zoo (d) along the road

20. The total time they were on the road was: (a) 11 hours (b) $10\frac{1}{2}$ hours (c) 10 hours (d) $11\frac{1}{2}$ hours

APPENDIX F

THE REVOLUTION WILL NOT BE TELEVISED

LYRICS BY GIL SCOTT-HERRON

You will not be able to stay home Brother
You will not be able to plug in, turn on, and cop out
You will not be able to lose yourself on Stag and skip out
for beer during commercials, because the revolution
will not be televised
The revolution will not be televised, the revolution will
not be brought to you by Xerox in four parts without
commercial interruption
The revolution will not show you a picture of Nixon blowing
a bugle and leading a charge by John Mitchell, General
Abrahms, and Spiro Agnew to eat hog maws confiscated
from a Harlem sanctuary
The revolution will not be televised
The revolution will not be brought to you by the Shafer Award
Theatre and will not star Natlie Woods as Steve McQueen
or Bull Winkle as Julia
The revolution will not give your mouth sex appeal
The revolution will not get rid of the nubs
The revolution will not make you look five pounds thinner,
because the revolution will not be televised Brother
There will be no pictures of you and Willie Mays pushing
that shopping cart down the block on a dead run or
trying to slid that color T.V. into a stolen ambulance
NBC will not be able to predict the winner at 8:32 on report
from 29 districts
The revolution will not be televised
There will not be any pictures of Pigs shooting down Brothers
on the instant replay
There will not be any pictures of Pigs shooting down Brothers
on the instant replay
There will be no pictures of Whitney Young being run out of
Harlem on a rail with a brand new process
There will be no slow motion or still life of Roy Wilkins
strolling through Watts in a red, black, and green
liberation jumpsuit that he has been saving for just
the proper occasion
Green Acres, Beverly Hillbillies, and Hutterville Junction
will no longer be so damm relevant and women will not
care if Dick finally got down with Jane on Search For
Tomorrow because Black people will be in the streets
looking for a brighter day
The revolution will not be televised
There will be no highlights on the 11 o'clock news or no pictures
of hairy-arm women liberationists and Jackie Onassis
blowing her nose
The theme song will not be written by Jim Webb, Francis Scott

Key nor sung by Glen Campbell, Tom Jones, Johnnie Cash,
Engelbert Humperdinek or the Rare Earth
The revolution will not be televised
The revolution will not be right back after a message about a
white tornado, white lightning, or White people
You will not have to worry about the junk in your bedroom, the
tiger in your tank, or the giant in your toilet bowl
The revolution will not go better with Coke
The revolution will not fight germs that may cause bad breath
The revolution will put you in the driver's seat
The revolution will not be televised
Will not be televised
Will not be televised
The revolution will be no rerun Brother
The REVOLUTION will be live.

APPENDIX G

THE CAVE-IN SIMULATION

PURPOSE

This stimulation activity encourages the RA's to think about important and sometimes very scary, values issues: "What do I want to get out of life?" "What do I have to contribute to my world?" and "What in my life is so important?"

PROCEDURE

The RA's will divide into groups of no less than five and no more than ten. Each group will sit in opposite sides of the room and on the floor if possible. Turn out the lights and pull down the shades. You can put a candle or lamp in the center of the room for light.

SITUATION

Your group is on an outing to some nearby cave and are trapped hundreds of feet below the ground by a cave-in. There is a narrow passageway leading up and out of the cavern where you are trapped. Night is coming fast and there is no one around for miles to help. You decide to form a single file and try to work your way out of the cave. But at any moment there might be another rock slide. The ones nearest to the front of the line will have the best chances for survival. Each member of the group will give his or her reasons for why he or she should be at the beginning of the line. After hearing each others' reasons, you will determine the order by which you will file out.

Each group will form a circle and each member will tell what they want to live for or what they have yet to get out of life that is important to them. You can talk about what you have to contribute to others in the world that would justify their being near the front of the line. All reasons will be considered equally; the things you want to live for can have just as much weight as the things you could do for others. You will have 25 minutes to complete your list and share the results with the other groups.

APPENDIX H

THE MIRACLE WORKERS

PURPOSE

This strategy poses a problem that confronts the student with many attractive alternatives to choose from. It helps him get in touch with his feelings about what is important to him.

PROCEDURE

Provide students with the worksheet below containing the names of fifteen miracle workers. Each student works alone and chooses the five miracleworkers he values the highest; that is whose gifts the student would most like to receive. Then, each student is asked to pick five more names. This leaves five miracle workers in the least desirable group.

Then the students form into groups of no less than five and no more than seven to discuss their choices and see if they can discover any patterns. Some helpful questions are: What seems to link together the five most desirable people and what joins the five least desirable to you? What values were you upholding in your choices? Are there any choices that somehow seem out of place with the others in that grouping?

At this point, the discussion can take different forms. Invite students to share their feelings about a miracle worker in their most or least desirable group. Or the students can role play the miracle workers, with each person arguing for why he is more powerful, more needed, or more useful for mankind than the others.

Ask students a difficult question: "What are you doing to achieve what your top five miracle workers could do for you?" Make a list of what you are doing or could do.

WORKSHEET

A group of 15 experts, considered miracle workers by those who have used their services, have agreed to provide these services for the members of this group. Their extraordinary skills are guaranteed to be 100% effective. It is up to you to decide which of these people can best provide you with what you want.

The experts are:

1. Dr. Dorian Grey - A noted plastic surgeon, he can make you look exactly as you want to look by means of a new painless technique. (He also uses hormones to alter body structures and size). Your ideal physical appearance can be a reality.
2. Baron Von Barrons - A college placement and job placement expert. The college or job of your choice, in the location of your

choice, will be yours! (He also provides immunity from the draft if you wish).

3. Jedediah Methuselah - Guarantees you long life (to the age of 200) with your aging process slowed down proportionately. For example, at age 60 you will look and feel like 20.
4. Drs. Masters Johnson and Fanny Hill - Experts in the area of sexual relations, they guarantee that you will be the perfect male or female, will enjoy sex, and will bring pleasure to others.
5. Dr. Yin Yang - An organismic expert, he will provide you with perfect health and protection from physical injury throughout your life.
6. Dr. Knot Not Ginott - An expert in dealing with parents, he guarantees that you will never have any problems with your parents again. They will accept your values and your behavior. You will be free from control and badgering.
7. Stu Denpower - An expert on authority, he will make sure that you are never again bothered by authorities. His services will make you immune from all control which you consider unfair by the school, the police, and the government (the armed forces included!).
8. "Pop" Larity - He guarantees that you will have the friends you want now and in the future. You will find it easy to approach those you like and they will find you easily approachable.
9. Dr. Charlie Smart - He will develop your common sense and your intelligence to a level through your entire life.
10. Rocky Fella - Wealth will be yours, with guaranteed schemes for earning millions within weeks.
11. Dwight D. DeGawl - This world famed leadership expert will train you quickly. You will be listened to, looked up to, and respected by those around you.
12. Dr. Otto Carengy - You will be well-liked by all and will never be lonely. A life filled with love is yours.
13. Dr. Claire Voyant - All of your questions about the future will be answered, continually, through the training of this soothsayer.
14. Dr. Hinnah Self - Guarantees that you will have self-knowledge, self-liking, self-respect, and self-confidence. True self-assurance will be yours.
15. Prof. Val U. Clear - With his help, you will always know what you want and you will be completely clear on all muddy issues of these confused days.

APPENDIX I

COMMUNICATION WORKSHOP EVALUATION

1. List any concepts, ideas, or new information that you may have learned during the workshop.
2. Would more training in communication skills help your performance as an RA? If yes, what types of training? If no, why not?
3. Can you specifically describe anything you liked about the workshop? Why did you like it?
4. Can you specifically describe anything you disliked about the workshop? Why did you dislike it?
5. Do you have any specific comments about the workshop?
6. Which of the following times would be preferable for you if and when more communication training is offered?
 - ___ a) One 3-hour session
 - ___ b) Two 1½-hour sessions
 - ___ c) Two 1-hour sessions
 - ___ d) Three 1-hour sessions
 - ___ e) Other _____

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